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ABSTRACT

The purpose of this practicum was to develop a program to increase high school juniors' and seniors' academic achievement by one grade level, their self-esteem by one level (as measured by the North York Secondary School Self-Concept Inventory), and to increase parent positive responses and interest in the program and its continuation. Examination of 41 Diversified Cooperative Training (DCT) students' cumulative records revealed that 15, or 37%, performed below their ability as proven by comparing the Intelligence Quotient (IQ) of the Test of Cognitive Skills, Stanine scores on the Total Language portion of latest Comprehensive Tests of Basic Skills, and the first semester grade in their English class. Pretest results of self-esteem inventories showed more than half of this group was below average. The problem was addressed by involving the parents of these students and implementing a 12-week program of Cooperative Consultation with the DCT students' English teacher and their parents. A teacher-made, self-enhancement program was also implemented. Although the objective of having all 15 of the students increase their academic attainment level was not achieved, 80% raised their English grade by one level. The desired level of increased self-esteem was not achieved. Parents showed an increase in positive responses and interest in the consultation program, and it was concluded that the program could be used to increase academic achievement. Sufficient time should be allowed for strategies in self-esteem to be effective. (Seven tables of data are included, and 28 references are attached. Appendixes include the communication instrument, questionnaires mailed to parents, and self-enhancement materials for secondary students and teachers.) (Author/MG)

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IMPROVING ACADEMIC ACHIEVEMENT AND SELF-ESTEEM IN SECONDARY STUDENTS THROUGH PARENTAL INVOLVEMENT AND TEACHER COOPERATIVE CONSULTATION

by

LINDA DOUGLAS BASFORD

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

June/1990

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Linda D. Basford

Linda D. Basford

ABSTRACT

Improving Academic Achievement and Self-Esteem in Secondary Students Through Parental Involvement and Teacher Cooperative Consultation.
Basford, Linda D., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Academic Achievement/Secondary Education/Self-Esteem/Strategies in Self-Esteem/Collabortive Teaching/Parental Involvement/Parent-Teacher Cooperation/Parent Student Relationship/Parent Participation/Parent Responsibility/Parent Role/Parent Influence/Family Structure/Family Environment/Underachievers/

The purpose of this research was to develop a plan tc increase high school juniors' and seniors' academic achievement by one grade level and self-esteem by one level as measured by the North York Secondary School Self-Concept Inventory. Examination of 41 Diversified Cooperative Training (DCT) students' cumulative records revealed that 15, or 37 percent, performed below their ability as proven by comparing the Intelligence Quotient (IQ) of the Test of Cognitive Skills, Stanine scores on the Total Language portion of the latest Comprehensive Tests of Basic Skills (CTBS), and the first semester grade in their English class. Pretest results of self-esteem inventories showed more than half of this group was below average. The writer addressed the problem by involving the parents of these students and implementing a 12-week program of Cooperative Consultation with the DCT students' English teacher and their parents. A teacher-made, self-enhancement program was also implemented. The program objectives were to improve the English academic grade by at least one grade level measured by their second semester scores as well as to increase self-esteem by one level as measured by the North York Secondary School Self-Concept Inventory and to increase parent positive responses and interest in the Consultation Program and its continuation. Although an objective for all 15 of the students to increase academic achievement was attempted, 60 percent raised their English grade one level. The desired level of increased self-esteem was not achieved. Parents showed an increase in positive responses and interest in the Consultation Program and it was concluded that the Program could be used to increase academic achievement. Sufficient time should be allowed for strategies in self-esteem to be effective. Appendices include the communication instrument, questionnaires mailed to parents, self-enhancement materials for secondary students and teachers.

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Practicum Title Improving Academic Achievement and Self-Esteem in Secondary Students Through Parental Involvement and Teacher Cooperative Consultation

Student's Name Linda Douglas Basford

Program Site Tallahassee Date 6/12/90

Observer's Name Randy Free (please print---------and sign)

Observer's position Principal Phone # (904)482-9605

Observer's comment on impact of the project (handwritten):

Good response from parents — teachers generally cooperative — well administered by Linda B.

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CHAPTER I

Purpose

The setting for this practicum paper was a high school containing grade levels 9 through 12. The school is located in a county that covers 935 miles of land area and is located in northwest Florida, bounded on the north by Alabama and on the east by a small section of Georgia. The county was created in 1822. Many Indian tribes have lived in the area, and according to archaeological findings by Florida State University, it is believed that a Spanish mission was once located among the Indian tribal sites near the city, which is the county seat. After Florida's acquisition by the United States in 1821, American pioneers began settling in the rich county and it became the westernmost of the state's plantation counties.

According to a recent estimate, the county population is approximately 43,682. The current estimate of population in the city where the high school

is located is 7,003. The distribution by race is White-non Hispanic, 72.7 percent; Black-non Hispanic, 27.2 percent; Hispanic, .06 percent; and Asian-Pacific Islander, .04 percent. The distribution by age is 0-14, 21.4 percent; 15-44, 46.2 percent; 45-64, 17.4 percent and 65+, 15.0 percent.

There are six financial institutions in the county, 98 community facilities, eight shopping centers, one community college, one theological college, two hospitals, two convalescent centers, a mental health clinic, and other state and community agencies that provide health and support services to residents of the area.

The county is largely an agricultural area; the main crops are peanuts, soybeans, and corn. Other industries include trading and manufacturing (metal fabricating and textile) and government institutions and services.

The average per capita personal income is $8,194 and the Effective Buying Income by Household is $15,771. There are 14,745 total households with an average size of 2.7; the population below poverty level is 23 percent.

The school board in this county operates 15 schools and provides educational services to approximately 8,000 students in grades K-12 and adult education classes.

There are six elementary schools with 3,250 students, one middle school with 710 enrolled, six high schools with 1,560 students, and two private or parochial schools with 65 students.

The writer's school has a total population of 870 with the following population distribution: ninth grade, 249; tenth grade, 222; eleventh grade, 206; twelfth grade, 193. There are 55 classroom teachers, one principal, two assistant principals, two guidance counselors, and one occupational specialist.

The secondary students of the target group was made up of 13 seniors and 2 juniors selected from a total of 41 students who were enrolled in the Diversified Cooperative Training (DCT) Program at this school. There were seven White females; seven White males, and one Black male. All of the students were from middle or lower socio-economic status. None of the parents of the group had a college degree or vocational training. There seemed to be little emphasis on academic achievement. Students in the target group had grade point averages that were below their capabilities as shown

from their scores on the Comprehensive Tests of Basic Skills (CTBS) combined with their Intelligence Quotient (IQ) scores on the Test of Cognitive Skills (TCS).

Sixty-two percent of all the DCT students and 55 percent of the target group were from divorced or single-parent homes. Because of many family problems experienced by the students from this target group, there was a lack of parental interest or concern about what these students were doing in this school as witnessed by the author.

Because of the lack of employment where higher levels of personal job growth could be made in a company or business in this county, it is imperative the student maintain a higher level of academic achievement that will enable that student to enter advanced schooling or training necessary for job advancement in the types of jobs offered in the rural community. By increasing academic achievement it was believed by the writer that self-esteem would also be enhanced.

The author's role in this setting was that of teacher/coordinator of the DCT program which is the

only vocational cooperative program in the county. The functions of this position in addition to teaching included preparing and revising teaching material, selecting students for the program, counseling with students, evaluating On-the-Job (OJT) experience with training supervisors, following up on student progress, cooperating with guidance counselors and occupational specialists, and explaining the program to civic and school groups, and parents.

The writer of this paper had taught 14 years. For four years the author taught business classes on the secondary level including typewriting, business law, and other skills classes at another high school. The previous 10 years had been involved at the same high school as Coordinator of the Diversified Cooperative Training program including juniors and seniors.

With the help of the former principal and county vocational director, the program had been improved mainly in the area of curriculum. Current materials and equipment had been obtained. The current principal is very supportive of the program and

public relations within the community enables ample job opportunity for these students enrolled in the cooperative program.

Diversified Cooperative Training (DCT) program in Florida is for high school juniors and seniors and is based upon the belief that students, through the cooperative efforts of home, school, business, and the community, will have the opportunity to become contributing citizens in society. The student will attain vocational competencies and develop interests, abilities, and attitudes through coordination of directed study and supervised occupational skills development.

Some of the program goals are to prepare the individual for employment through experiences provided by the cooperative method, to improve personal attitudes and develop satisfactory behavioral patterns and to provide for social growth and development.

With 10 years of experience with the Diversified Cooperative Training program at this school, the writer observed the problem that some of these students did not perform academically at their ability. These were students whose classroom performance tend to be below their aptitude as demonstrated by mental ability tests and achievement tests. In order for these students to compete

in the future job market sucessfully, they need to develop all academic abilities satisfactorily.

After reviewing assessments of the entire group of DCT students for the current school year, it was discovered by the writer that many of these students did not perform up to expectations as revealed by achievement record indicators. The following scores for each DCT student were compared and reviewed: the average of group Intelligence Quotient (IQ) scores from the last four years, the Comprehensive Tests of Basic Skills (CTBS) scores, and the academic achievement (all teacher grades) for the first semester.

In order to make the problem more manageable, the author decided to compare the average of the last four years of group IQ scores (Cognitive Skills Index) taken from the Test of Cognitive Skills, Stanine scores for the Total Language Achievement from the latest CTBS scores, and the first semester grade in their English class as shown in Table 1.

Concentrating solely on the academic achievement in the English classes for the entire group was necessary since this was the only required subject that all 41 students in the group had to take as seniors in this high school.

Table 1

A Comparison of Individual Students' Scores on the Cognitive Skills Index, Total Language Stanine of Comprehensive Tests of Basic Skills, and First Semester English Grade

Student #	IQ	TLS	Eng. Grade
1	105	6	C
2	132	9	B
3	97	5	C
4	99	5	D
5	83	1	F
6	106	5	C
7	106	5	D
8	104	5	D
9	116	6	D
10	106	7	B
11	89	5	C
12	90	3	F
13	113	7	C
14	86	4	C
15	118	6	C
16	99	5	D
17	82	4	B
18	111	5	B
19	97	5	C
20	96	5	C
21	114	9	B
22	96	7	D
23	106	8	C
24	108	6	A
25	119	9	A
26	104	7	C
27	100	5	D
28	92	4	D
29	92	4	C
30	98	6	C
31	97	5	C
32	111	5	D
33	105	6	B
34	106	7	B
35	109	6	B
36	94	4	C
37	121	9	B
38	101	5	B
39	116	6	B
40	101	4	F
41	111	7	C

IQ - Intelligence Quotient
TLS - Total Language Stanine from the Comprehensive Tests of Basic Skills (CTBS)
Eng. Grade - English Teacher Grade, First Semester, 1989-90

To qualify the scores of these three measurements, the approximate correlation between "above average", "average", and "below average" is shown in Table 2.

Table 2

Comparison of IQ, Total Language Stanines, and Grades

	IQ	TLS	Eng. Grade
Above Average	110+	7,8,9	A,B
Average	90-109	4,5,6	C
Below Average	89 & below	1,2,3	D,F

IQ - Intelligence Quotient
TLS - Total Language Stanine (CTBS Score)
Eng. Grade - First Semester English Grades

Defining these scores, the researcher was able to present the academic achievement and the students' aptitude in Table 3 in the same terminology.

After the norm criteria were established, the researcher was able to compare all DCT students and select the students that were not performing academically to their ability. These students' classroom performance was below their aptitude as demonstrated by IQ and achievement scores as shown in Table 4. These students were the target group for this paper.

Table 3

Comparison of Students' IQ, CTBS Language Stanines, and First Semester English Grade

Student #	Av. IQ	TLS	Eng. GPA
1	average+	average+	average
2	above av.	above av.	above av.-
3	average	average	average
4	average	average	below av.
5	below av.	below av.	below av.
6	average+	average	average
7	average+	average	below av.
8	average	average	below av.
9	above av.	average+	below av.
10	average+	above av.	above av.
11	below av.	average	average
12	average	below av.	below av.
13	above av.	above av.	average
14	below av.	average-	average
15	above av.	average+	average
16	average	average	below av.
17	below av.	average-	above av.
18	above av.	average	above av.
19	average	average	average
20	average	average	average
21	above av.	above av.	above av.
22	average+	average+	below av.
23	average+	above av.	average
24	average+	average	above av.
25	above av.	above av.	above av.
26	average	above av.	average
27	average	average	below av.
28	average	average-	below av.
29	average	average	average
30	average	average+	average
31	average	average	average
32	above av.	average	below av.
33	average	average+	above av.
34	average+	above av.	above av.-
35	above av.	average+	above av.
36	average	average-	average
37	above av.	above av.	above av.
38	average	average	above av.
39	above av.	average+	above av.
40	average	average-	below av.
41	above av.	above av.	average

Av. IQ - Average Intelligence Quotient based on the average Cognitive Skills Index (CSI) of the Cognitive Skills for the last four years.

T.L.S. - Total Language Stanine score from the recent Comprehensive Tests of Basic Skills (CTBS)

Eng. GPA-Academic Grade for English, First Semester, 1989-90.

Table 4

DCT Students Not Performing Academically to Their Ability (Mental Aptitude and Achievement Scores)

Student #	IQ	TLS	Eng. Grade
2	above av.	above av.	average
4	average	average	below av.
7	average+	average	below av.
8	average	average	below av.
9	above av.	average+	below av.
13	above av.	above av.	average
15	above av.	average+	average
16	average	average	below av.
22	average+	average+	below av.
23	average+	above av.	average
26	average	above av.	average
27	average	average	below av.
28	average	average-	below av.
32	above av.	average	below av.
41	above av.	above av.	average

Another facet that needed to be emphasized was that 62 percent of all the DCT students were from divorced or single-parent homes and 55 percent of the target group were from divorced homes. It was believed by the author that research would indicate self-esteem to be lower from single-parent and divorced homes than the two-parent counterparts.

Secondary student self-esteem inventories were given to measure these observations. Studies supported the

notion that underachievers tend to have negative self-esteem. Academic performance appeared to influence self-esteem more strongly than self-esteem affected achievement.

Most of the paper and pencil inventories designed to provide a measure of students' self-esteem within the school environment researched in the literature were suitable for elementary and junior high school students. For this reason, two scales were utilized in eliciting feelings about one's self: the North York Secondary School Self Concept Inventory (Cassidy, 1978) and "How I Feel About Myself" (Scarborough School System, 1982). Although it was difficult to select the "best" scale for any research, these two were selected since each has been used with secondary level students and appeared to provide reliable and valid measures of self-reported self-esteem.

The following guidelines were followed in administering the two self-esteem instruments:

1. It was stressed that there were no right or wrong answers. The students were to express those ideas they held true about themselves.
2. All self-report inventories were administered under conditions that were as unthreatening as possible.
3. Confidentiality of the results were maintained.

To be made suitable for secondary students, the North York Secondary School Self-Concept Inventory was drawn from three existing self-concept inventories-the IOX Self Appraisal Inventory, Coopersmith's Self-Esteem Inventory and Comfort's Self-Esteem Scale.

On the North York Secondary School Self-Esteem Scale, students were asked to indicate whether they felt each statement was "true" or "not true" for them. One point was given for each response which indicated a positive self concept. The scores on the inventory range from a minimum of 0 to a maximum of 25.

The Piers-Harris inventory is comprised of 80 items which was answered with a "yes" or a "no" response.

Table 5 is a presentation of the respondents' scores. As they were summated, the lower scale scores represented below-average self-esteem, middle range scores represented average self-esteem, and the higher scale scores represented above-average self-esteem. Raw data were rank ordered from highest to lowest.

This table gives a visual comparison of the two self-esteem instruments. Through a type of crosstabulation procedure, the relations were found to be significant.

To further qualify these targeted students, an analysis was made of their self-esteem. As shown in Table 6, the majority of these students had low self-esteem.

Table 5

Scaled Self-Esteem Scores by Rank Order on the York Secondary School Self-Esteem Inventory and the Piers-Harris Inventory

Student #	York	Student #	Piers-Harris	
10	24	3	77	
13	24	8	74	
24	24	10	73	
25	24	23	73	
8	23	28	73	above average
28	23	39	73	
33	23	25	72	
35	23	30	71	
38	22	33	70	
3	21	34	70	
4	21	35	70	
5	21	4	69	
15	21	5	68	
30	21	9	68	
40	21	20	68	
9	20	36	67	
11	20	40	67	
14	20	24	66	average
23	20	19	64	
27	20	22	64	
34	20	11	63	
36	20	17	62	
22	19	14	61	
31	19	13	60	
17	18	27	60	
39	18	38	60	
12	17	18	55	
19	17	21	55	
2	16	31	55	
26	15	12	50	
21	14	26	50	
32	14	32	49	below average
1	12	2	48	
7	12	37	44	
20	12	41	44	
18	11	15	41	
37	11	1	39	
16	10	6	35	
41	10	29	34	
6	9	16	28	
29	7	7	16	

Table 6

Composite Analysis of Targeted Group's Self-Esteem Scores

Student #	IQ	TLS	English Grade	Self-Esteem
2	above av.	above av.	average	below av.
4	average	average	below av.	average
7	average	average	below av.	below av.
8	average	average	below av.	below av.
9	above av.	average+	below av.	average
13	above av.	above av.	average	above av.
15	above av.	average+	average	below av.
16	average	average	below av.	below av.
22	average+	average+	below av.	average
23	average+	above av.	average	average
26	average	above av.	average	below av.
27	average	average	below av.	average
28	average	average-	below av.	above av.
32	above av.	average	below av.	below av.
41	above av.	above av.	average	below av.

Through parental involvement and Cooperative Consultation with the DCT students' English teachers, this project sought to solve the problem of those students who were performing one or two letter grades below their ability in an academic class.

By developing a teacher-made, self-enhancement program for this targeted group of DCT students, it was anticipated that their self-esteem would increase one level.

The primary purpose of this practicum was to provide Diversified Cooperative Training (DCT) students with some appropriate strategies for increasing grades and self-esteem. It was anticipated that during a period of implementation, evidence of the objectives would be met by the target group based on the following:

1. Over a period of 12 weeks, 100 percent of the 15 targeted DCT students participating in the Cooperative Consultation Program would improve their academic English grade by at least one letter grade as measured by the second semester grade point average in that subject.
2. After a period of 12 weeks of implementation, 60 percent of the 15 targeted DCT students participating in the self-enhancement program would improve their self-esteem by one level or better on a self-esteem instrument as measured by the North York Secondary School Self-Concept Inventory (Cassidy, 1978).
3. After a period of 12 weeks, 100 percent of the parents of the targeted DCT students would respond positively (with a "yes" response) to at least 7 of the 10 items on the teacher-made questionnaire. These would be given at the

onset of implementation, mid-term, and as a final evaluation. Each questionnaire contained 10 items; a "yes" indicated a positive response or a "no" indicated a negative response or lack of interest.

It was the feeling of this writer that during these two separate grading periods, the DCT students would increase grades and self-esteem. The writer was confident that through research, a method of instruction would be found to guide and help improve DCT students' grades and self-esteem. The parents' attitude toward their ability to serve as an adjunct to the teaching at school would be reflected in their concern to continue this type of Consultation Program at the end of the Project.

CHAPTER II

Research and Solution Strategy

The initial search of the literature was to seek information concerning the correlation of intelligence tests, group-administered ability/skills tests, and academic achievement.

Wright and Piersel (1987) examined relationships between two measures of general ability (Wechsler Intelligence Scale for Children-Revised and Educational Ability Series) and three measures of academic achievement (teacher grades, Wide Range Achievement Test, and Science Research Associated Achievement Series). These data indicate comparability of the group-administered measures with the individually-administered measures of general ability. The correlations between the measures of general ability and achievement are uniformly strong. Teacher-assigned grades also are adequately and equally well predicted by both measures.

The relationship between Intelligence Quotient (IQ) and California Achievement scores, and grade point averages for Black and White elementary and middle school students was researched by Poteat (1988). The results suggested that the

WISC-R is an equally valid predictor of academic achievement for the two groups.

IQ and academic achievement estimates were significantly related in a study completed by Kauffman (1987). However, IQ was predictive of neither the amount nor the kind of problem behavior.

Once it was established that there was a correlation between intelligence tests, achievement tests, and academic achievement, several computer searches and additional manual searches of the literature were conducted by the writer to determine reasons and/or causes for the lower expected academic scores and poor self-esteem. Strategies and techniques for improving teacher grades and self-esteem were also reviewed.

Although the majority of these DCT students involved in this study are not potential dropout students, as indicated by their standardized achievement tests, IQ scores, and teacher grades, they are student underachievers. Underachieving students often show such characteristics as apathy, depression, absenteeism, tardiness, and irresponsibility in school.

School underachievers are students who perform more poorly (i.e, have poorer grades) than one would expect on

the basis of their abilities (i.e., tests of aptitude and educational achievement). According to McCall and Evahn (1987), school underachievment became a prominent issue three decades ago when interest focused on intellectually gifted students, many of whom were found to perform rather poorly in school relative to their ability.

Today, concern is directed at low achievement in general, especially students at risk for dropping out of school and those who have learning disabilities and other identifiable problems. While these groups included underachievers, the definition of underachievement usually is based on performance-ability discrepancy that is not associated with a disorder or disability. Instead, poor performance is often attributed to motivational, family, personal, and social factors.

Whatever the cause, underachievers often worry and frustrate their parents, those who do not have identifiable disabilities may not be detected or be eligible for special services, and those from poor educational backgrounds may not be identified as being more capable than they appear and not receive the educational encouragement they deserve.

Upper middle-class underachievers, at least, are often assumed to come alive educationally once they mature or leave the family home. But do they? Are underachievers any different from other young people who get low grades even

though underachievers have more ability? Do they achieve educational and occupational levels as adults that are consistent with their abilities rather than with with their high school grades? Can we predict those underachievers who will "recover" in this way?

An attempt was made by McCall and Evahn (1987) to discern major types of underachievers (e.g., the social-activity student too busy with interests other than academic, the rebellious student, the shy student lacking self-confidence). But the analyses did not produce a few, clearly interpretable groups.

Underachievers were defined to be those in a sample of 6,729 high school students whose grades were in the lowest 15 percentile relative to what one would predict on the basis of standardized tests of mental performance. McCall Evahn (1987) compared these students on demographic and personal-social variables during high school and educational and occupational attainment 13 years after high school with students who had the same mental ability but appropriate grades and with students who had the same grades but appropriate mental ability.

During high school, underachievers as a group were essentially identical to students who got the same grades, not to those who had the same mental ability, with respect

to a variety of demographic and personal-social factors. Similarly, in the 13 years following high school, underachievers pursued further schooling and took jobs consistent with their grades, not with their abilities. In fact, underachievers had a substantially lower likelihood of completing four years of college and a greater likelihood of divorce than did non-underachieving students matched either for grades or ability. Some underachievers ultimately did catch up to their abilities--those who, as high school students, had high educational and occupational expectancies, who had high self-esteem and perceived competence, who participated in activities (especially females), and whose parents were well educated. But not all such underachievers caught up. For example, serious underachievers of medium and high mental ability did not catch up. They attained very little relative to other groups. Students from less educated families were less likely to achieve levels equal to their ability than students from better educated families.

It is possible that the difference between overcoming and not overcoming chronic high school underachievement depends on having real success experiences in some domain--academic, intellectual, athletic, artistic, or social. The psychological benefits of such successes may be

partly reflected during high school in education expectations, participation in activities, and perceived competence. But ultimate success may also depend on being perceived by others as competent. Underachievers from less educated homes did not catch up to their abilities, perhaps as a result of having parents and teachers who did not recognize their ability, expect it to flower, and encourage them to achieve their potential. So stated by McCall and Evahn (1987: 11) in their research, "The diamond in the rough appears to stay in the rough."

Strategies used by Thompson (1987) could be used for underachieving students in other areas. The investigation identified entering secondary students' perceptions of the school-related problems and attitudes, examined intervention strategies from a diagnostic-prescriptive, child-study team approach, and developed a plan of action to change the outcome of students' self-defeating behaviors.

Other causes and strategies used for underachieving students were reported by Raffini (1988). While most students have the potential to achieve excellence, many either choose or accept mediocrity. Ironically, one of the causes of apathy may be that many students are not willing to accept mediocrity, choosing noninvolvement and even failure instead of "average" or "below average"

performance. To understand this apparent contradiction, a view of behavior will be helpful. Raffini stated that self-enhancement is the motive driving all human behavior. Given personal perceptions of reality, all people strive to be the "best" they can be. Everything they do is based on the field of awareness at the instant of behaving; they believe what they do is the best thing they can do at the time. Since they behave in ways that are self-enhancing, if they thought another behavior would serve their interests better, they would adopt it.

An analysis of self-worth theory provides a theoretical basis for understanding many student behaviors that, to an outsider, appear self-defeating. Ranging from academic apathy to setting impossibly high goals, these behaviors can be seen as strategies useful to students in their struggle to protect fragile feelings of self-worth.

Students quickly learn that achievement is the major criterion for measuring school success. Many students erroneously believe that in school, self-worth is directly related to the ability to achieve--to achieve is to be of value. Students prefer to attribute their successes to high ability rather than to high levels of effort. Raffini's theory maintains that the

self-worth of students is related to their academic success. Because of this many students have feelings of hopelessness and inferiority. The problem is not that these students are incapable of achieving. By forcing students to compete against each other, schools inadvertently limit the number who can feel good about their ability to achieve. By equating self-worth with norm-references achievement, large numbers of students are forced to experience a significant threat to their identity as worthwhile human beings. Many choose apathy and noninvolvement as a defense.

Apathy is a way for many students to avoid a sense of failure. Those behaving from this motive approach each new learning experience with apprehension and fear--often masked with apathy, aloofness, or indifference. Teachers and parents worry that they are unmotivated. In reality, they are highly motivated to protect their sense of self-worth. As they get older they begin to reject education completely. If they state publicly that school is a valueless, boring waste of time, then their self-worth is protected when they receive a failing grade. These students have discovered that it is less painful to reject school than to reject themselves.

In Raffini's study (1988: 27) the following strategies were used to get apathetic students to return to the learning process:

1. Individual goal-setting structures allow students to define their own criteria for success.

2. Outcome-based instruction and evaluation make it possible for slower students to experience success without having to compete with faster students.

3. Attribution retraining can help apathetic students view failure as a lack of effort rather than a lack of ability.

4. Cooperative learning activities help students realize that personal effort can contribute to group as well as individual goals.

Uhlenberg (1988) examined parent-child relationships as a cause for lower academic achievement. Nothing is more critical in a child's development than the quality and quantity of this relationship. And there is evidence of declining involvement of parents in the lives of their children. Adults in our society are increasingly committed to pursuing their own personal happiness and individual self-fulfillment.

In such an environment, children fare badly. The needs of young people are not going to be met satisfactorily in a society where adults are unwilling

to sacrifice their personal goals for their children's welfare.

Uhlenberg (1988: 51) made the following suggestions for school policy guidelines:

1. Policies that increase the school's assumption of child-raising responsibilities, and thereby reduce parental responsibilities, will in the long run aggravate problems of youth. Schools must more carefully recognize the primacy and legitimacy of the family and work to support families.

2. Policies that empower parents to make decisions regarding their children's education will tend to benefit children. Every effort should be made to increase educational options available to parents and to involve parents in determining the content of their children's education.

3. Policies that strengthen other community ties--church neighborhoods, volunteer organizations--will strengthen families and schools. Rather than turning to professional agencies for support, efforts should be made to use existing community structures to mediate between families and schools.

Sixty-two percent of the total group and 55 percent from the target group of DCT students involved in this study were from divorced or single-parent homes.

Kurdek and Sinclair (1988) reported that although students' academic performance is determined by multiple factors, researchers have been interested in how school

functioning is related to family structure. In comparison with children living with both biological parents, those living with only their mothers perform more poorly on measures of intelligence and school achievement, especially in quantitative domains; are more frequently absent from and tardy to school; and have less efficient study habits. The disadvantages of living in a single-parent family have been attributed to the decline in both financial resources and the quality of child supervision associated with single parenthood.

There is consistent evidence that children from divorced families, in comparison with those from two-parent nuclear families, experience short- and long-term deficits in academic performance. These deficits, however, diminish in size when socio-economic factors are controlled. Comparison between children from two-parent nuclear families and those from stepfamilies have yielded few differences on school grades, academic achievement, and IQ scores.

The purpose of the study was to compare the academic performance and school behavior of eighth graders from two-parent nuclear families, mother-custody families, and stepfather families, and to identify the amount of variability in academic performance and school behavior accounted for by family structure and the increased

amounts of accounted variability provided by gender, family conflict, and family encouragement of achievement--intellectual pursuits.

Students from two-parent nuclear families had higher end-of-the-year grades than did students in either mother-custody or stepfather families, had higher quantitative factor scores than students in stepfather families, and had fewer absences from school than students in mother-custody families.

The study also indicated that even when the effects of family structure, gender, and family conflict were taken into account, end-of-the-year grades were related to families who value achievement and intellectual activities.

Kurdeck and Sinclair (1988) reported other studies that found that adolescents' grades were positively related to authoritative parenting style regardless of type of family structure. This parenting style is characterized by clear setting of standards, firm enforcement of these standards, and encouragement of independence and individuality. Thus it is likely that parents who value achievement and intellectual pursuits may engage in a larger pattern of authoritative parenting. Because grades are more likely than achievement scores to reflect the combined effects of

intellectual capacity and modifiable environmental/psychological factors (e.g., parent supervision, study skills, expectancies for success, and academic self-concept), it is understandable that the family environment characteristics of interest here would be related to them.

A study by Shreeve (1985) conducted in secondary schools confirmed that single-parenthood adversely affects children's school achievement. In every instance but one, single-parent students scored lower than their two-parent counterparts. These results and the homogenous nature of the population suggest that single parenthood may be the deciding factor in school success for many students.

Hasz (1988) reported there are other psychological difficulties for which adolescents from divorced homes are potentially vulnerable. These difficulties include severe depression, both at the time of the divorce and long afterwards, lowered self-esteem and lowered school performance.

After an extensive search by Hasz (1988), he concluded that low self-esteem appeared to be one of the more commonly studied difficulties of adolescents from divorced homes. Low self-esteem was found to be a definite problem in a comparison of junior high school

students from divorced versus intact homes. In this study the adolescents from the divorced homes scored significantly lower on a test in which students were asked to identify personal characteristics of themselves. The adolescents from the divorced homes chose negative adjectives to describe themselves more often than did the adolescents from intact homes.

Another effect of divorce that may be connected to a low self-concept was noted by Rosenthal as reported by Hasz (1988). In that study adolescents from divorced families were found to have much lower vocational aspirations than did those from intact homes. In a ten-year study also reported by Hasz (1988) of those who had been older children and adolescents at the time of divorce, he found some of the negative aspects of divorce continued into adulthood. One of the most surprising was the employment history of those involved in the study. Of a sample of 40 men and women who had experienced parental divorce 10 years earlier, approximately half were still in school. Of the balance, who were working instead of attending school, not many appeared to be successful.

Psychological research concerning self-esteem shows a strong correlation between a student's self-image and

his academic success. Coopersmith (1981) showed that self-esteem is a better predictor than intelligence test scores of a student's future academic success.

One major limitation of much of the research on self-esteem is the vagueness or lack of precise definition of terms. Before continuing with other causes and strategies for low school performance, major concepts will be defined so all can grasp the self-concept/self-esteem terms as examined in this study.

Simply stated, self-concept refers to the many attitudes, beliefs, values, ideas, and perceptions the student holds about himself. Self-esteem is like self-respect. It is used referring to an individual's personal judgement or worthiness or unworthiness, approval or disapproval that are expressed in the attitudes a person holds toward himself (Fahey, 1980).

As stated by Wright (1982), one of the key notions of the social-psychological view of the self is that the self is seen as an object. It is as though one would look in the mirror and say "that's me". Those ideas or beliefs one has about himself are the self-concept.

When thinking about the self, one could outline two broad dimensions of the self that are actually the responses to the two hypothetical questions: 1) What am I like? or Who am I?" is what one would refer to as the definitional self. The definitional self is that collection of characteristics which the individual would use to describe himself. It is the descriptive component of the self and some writers are now trying to restrict the term self-concept to what Wright calls the definitional self.

The second question, "How do I feel about who I am?" is what the author calls the feeling self. The feeling self is the worth which an individual would give to his or her definitional self. It is the valuative component of the self and the term self-esteem is an appropriate synonym.

Coopersmith (1981: 46) refers to self-esteem as "the evaluation which the individual makes with regard to himself. It expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself.

To emphasize the attitude of self-esteem, the following is a hypothetical monologue for a person with a positive self-esteem as quoted from Coopersmith (1981: 47):

> I consider myself a valuable and important person, and am at least as good as other persons of my age and training. I am regarded as someone worthy of respect and consideration by people who are important to me. I'm able to exert an influence upon other people and events, partly because my views are sought and respected, and partly because I'm able and willing to present and defend those views. I have a pretty definite idea of what I think is right and my judgments are usually borne out by subsequent events. I can control my actions toward the outside world, and have a fairly good understanding of the kind of person I am. I enjoy new and challenging tasks and don't get upset when things don't go well right off the bat. The work I do is generally of high quality and I expect to do worthwhile and possibly great work in the future.

A similar monologue by a person with a negative self-esteem would be likely to carry notes of depression and pessimism (Coopersmith, 1981: 47):

> I don't think I'm a very important or likeable person, and I don't see much reason for anyone else to like me. I can't do many of the things I'd like to do or do them the way I think they should be done. I'm not sure of my ideas and abilities, and there's a good likelihood that other people's ideas and work are better than my own. Other people don't pay much attention to me and given what I know and feel about myself, either now or in the future. Even when I try very hard, the results are often poor, and I've just about given up hope that I'll do anything important or worthwhile. I don't have much control over what happens to me and I expect that things will get worse rather than better.

The self-description of the person with medium self-esteem falls between these two monologues. It tends to include a number of positive self-statements, but is more moderate in its appraisals of competence, significance, and expectations. Such a self-description reflects appreciation

of the intermediate position of the subject, but is generally favorable in its assessments and conclusions. The person with medium self-esteem regards himself as better than most but not as good as some select, unusual individuals. In most respects, his opinions are closer to those of persons with high self-esteem than to those of persons with low self-esteem.

An individual cannot touch, smell, taste, hear, or see self-esteem as discussed by Savin-Williams and Demo (1983). The self is not a "natural" phenomenon and is thus not accessible to the same kinds of scientific inquiry and measurement as are natural psychological contructs that are observable (e.g., human motor behavior). An individual's self-esteem must be inferred, either by an individual's report of his/her sense of self (experienced self) or by others reporting the individual's self-esteem (presented self). The assumption has been that the individual alone has access to the self. Few self-esteem researchers have used "others" to infer self-esteem--and thus they have little knowledge of the validity of their self-report data.

These authors questioned the validity of past studies of adolescent self-esteem that rely solely on a single, one point in time self-report instrument. In their longitudinal study they used several instruments with a relatively small number

of adolescent participants to assess the self-esteem measures: behavioral observations, peer ratings (presented self); self-report (experienced self).

A self-report, repeated response measure was developed to assess adolescent self-feelings. The objective was to assess an individual's self-feelings in naturalistic settings, removing a respondent from experimental, laboratory situations. This was accomplished through a beeper, a paging device. This was an ideal repeated measure since it assessed self-feelings over time and would depend to some degree where one was, whom one was with, or what one was doing.

Self-concept was defined by Maron (1980) as all the beliefs and attitudes students have about themselves. and self-respect as the degree of favourableness or the degree of positiveness about this self-concept and just how favourably students view themselves.

He also supported four reasons why the self picture for a student is so important (Maron, 1980: 3):

1. Students must view themselves as distinct individuals with a unique body, a unique set of wishes, with unique feelings, and with a life history (past, present, and future) that will be unmatched.

2. American psychiatrists generally agree that students and adults are usually living with an identity that is either a success or a failure. It may be thought that we are living with a mixed identity, but psychiatrists are generally in agreement that one feeling overwhelms the other and students have either a success feeling or a failure feeling.

3. Loving and caring for others is an impossibility without self-love. In the social world of students at home and at school, respect for others is a necessity for good adjustment, and this respect for others is dependent, first of all, upon respect for oneself.

4. Learning increases when self-respect increases. Research has been carried out, for instance, where students self-respect upon entering school has been assessed and thirty months or so later, their reading scores have been tested. The students who had the highest self-respect in kindergarten had the highest reading scores 2 1/2 years later. Self-respect scores are a better predictor of future success than the intelligence quotient tests that had been used. Self-respect should be the fourth major aim of education behind reading, writing, and arithmetic.

An individual's configuration of "significant others" is his reference set (Kemper, 1983). Reference groups may be understood to have three important functions: they set norms and goals which the individual tries to attain; they serve as bases for comparison; they may constitute for the individual an audience whose good will or other rewards he seeks.

Reference set is taken to mean the sum total of others, in and out of role sets, present or absent, real or imagined, individual or group, normative, comparative or audience, institutionally legitimate or not, who exercise influence over the individual. By definition the reference set is the individual's major source of his self-conception.

Marjoribanks (1984) reported that the encouragement of one's parents appears to shape ambitions more directly and with greater impact than any other source. Their effects are stronger than the direct effects of one's scholastic aptitude of previous academic achievement, and much stronger than any direct influence from one's social origins.

Families should be partners in the educational productivity of the student (Walberg, 1984). School/parent partnership programs aimed at improving academic conditions in the home have an outstanding record of success in promoting achievement. "The curriculum of the home" predicts academic learning twice as well as the socioeconomic status of families. This curriculum includes informed parent/child conversations about every day events, encouragement and discussion of leisure reading, monitoring and joint analysis of televiewing, deferral of immediate gratifications to accomplish long-term goals, expressions of affection and interest in children's academic and personal growth. Committees, composed of parents and staff, wrote contracts for staff members, parents, and students to be followed during the school year. The Superintendent, the principal, and the teachers signed contracts specifying the educational services to be provided to each child. The parents pledged such things as providing a quiet, well-lit

place for study each day; informing themselves about and encouraging their child's progress; and cooperating with teachers on matters of schoolwork, discipline, and attendance. The children signed improvement pledges.

According to Seefeldt (1985), when parents are involved in their student's education, achievement is enhanced. Parents become more knowledgeable about student's learning, growth and development and, because they are more competent, the students benefit.

Schools can offer real support for parents in many ways. First, an open-door policy is necessary. Conferences could be scheduled at the convenience of the parents. The world has changed and the family along with it. Now is the time to reexamine how parents will be involved in their student's education. Efforts must be made to ensure that this involvement responds with sensitivity to the needs of parents, offers them real support, and involves them in the true collaboration of decision making. Ultimately, this type of parent involvement will enhance parents' self-esteem, benefiting their student and the school as well.

Conklin and Dailey (1981) reported consistency of parental support does have an impact on educational activity: the longer post-secondary education has been taken for granted in the home, the more likely students are to enter college. It may be that the more time both respondent and parents have had to reflect upon and act on the preparations for college attendance (curriculum and finances), the more realistic are the plans. For example, students who decide to go to college late in secondary school may find themselves ineligible because of a deficient high school program, failure to meet application deadlines, or for any number of reasons.

The reciprocal relationship between self concept and academic achievement was investigated by Revicki (1982). The Self-Observation Scales (SOS) and Stanford Achievement Test (SAT) were used to measure self concept and academic achievement, respectively. His conclusion was that achievement performance appeared to influence self concept more strongly than self concept affected achievement. Self concept appeared to be connected to parental educational and occupational expectations. Parents influence their child's achievement performance through creation of an intellectually stimulating environment, as well as through their interactions with, and expectation of their child.

Although the data do not provide clear-cut evidence about which comes first--a positive self concept or scholastic success, a negative self concept or scholastic failure--it does stress a strong reciprocal relationship and gives reason to assume that enhancing the self concept is a vital influence in improving academic performance.

Numerous researches have examined the relationship between academic achievement and self-concept according to Silvernail (1981). With a few exceptions, the findings have indicated a significant and positive relationship between the two variables. High self-concept is associated with high achievement, low self-concept with low achievement. For instance, high-achieving intermediate grade students were found to have significantly higher general self-concepts and academic self-concepts than low-achieving students. A study of eleventh grade over- and underachievers revealed that students who exhibited high academic productivity levels tended to have higher self-concepts. Other researchers found underachievers with more negative self-concepts than achievers, and seeing themselves as less adequate.

Evidence uncovered by other researchers revealed that intelligent underachieving high school male students have more negative self-concepts than students of equal intelligence who are achieving at their ability levels.

Thus, it is safe to conclude that achievement and self-concept are related and the relationship cannot be accounted for solely on the basis of intelligence.

A survey by Silvernail (1981) of teachers and administrators revealed that the development of a positive self-concept on the part of students is still a very important goal in the eyes of those educators. The concern for helping youth develop intellectually must not overshadow an equally important concern for their personal development. As educators, then, it should encourage us to identify strategies for developing and enhancing the self-concepts of our students. Fortunately, during the past two decades more and more researchers have turned their attention to this subject. The result has been a large growth in research on student self-concept. Unfortunately, however, most of the research findings have not reached the hands of the classroom teacher. Many reasons can be cited for this breakdown in communication, but the main one is the findings often appear in journals and references not readily accessible to the classroom teacher.

The purpose of this paper was to take at least one step toward correcting this situation. The appendix section (Appendix L: 155) includes practical suggestions gathered from the research and literature that may aid the teacher in the process of developing and enhancing the self-concepts of secondary students and teachers.

An activity may interact differently with the self-concepts of different students--a particular activity appears to improve the self-concepts of different students--a particular activity appears to improve the self-concept of some students while it is detrimental to others (Silvernail, 1981). The task then becomes one of identifying ways to improve those self-concepts that for a variety of reasons have become psychologically damaged. More importantly, the task becomes one of identifying strategies and activities that will effectively enhance the self-concepts of all students. Before turning to a discussion of these strategies, it is important to highlight the general problems that may be encountered in attempts to change self-concept.

Educators are charged with promoting the psychological development of students, but these answers leave too much to chance. Systematic and exacting methods of influencing self-concept development must be researched.

Suppose a teacher identifies a strategy which he believes will enhance the self-concepts of his students and he sets out in a systematic manner to test the hypothesis. He administers a pretest, some measure of self-concept; implements the strategy for a period of time; and administers a self-concept posttest. Upon analyzing the data he finds no significant change; that is, he finds no

significant gains in student self-concept. Apparently the strategy was not effective in enhancing the self-concept of the students. Alternative explanations for these findings as reported by Silvernail (1981: 28) are:

1. What has been measured--general self-concept or some dimension of general self-concept? A teacher may have been unclear as to what he desired to measure and, consequently, selected an inappropriate self-concept scale. Related to the selection of the appropriate self-concept instrument is the matter of the validity and reliability of the instrument. Some scales are valid and reliable only for certain populations, certain ages. Also, few scales are valid for use with very young children.

2. A second explanation may be that the instrument selected may not validly measure the self-concepts of the student age group.

3. Self-concept scales are generally self-reporting instruments. Students report their perceptions of their self-concepts. They represent what a person is willing, able or can be seduced to say about self.

4. The self-concept scores reflect <u>group</u> self-concepts, not <u>individual</u> self-concepts. A teacher has obtained average self-concept scores for the total group, but has not looked at individual self-concept scores. The intervention strategy affected students differently. The strategy may have enhanced the self-concept of some students, affected others in a negative fashion, and had no impact on others. These different effects may average out, when grouped together, to no effect. Thus, the strategy may be beneficial for some students, but this benefit is not visible in the analysis of group data.

5. How long does it take before the strategy has an impact on students' self-concepts and how long before it becomes empirically identifiable? Possibly the strategy is a good one, but it was not employed for a sufficient period of time to have an impact and for the impact to be observable. General self-concept becomes embedded early in life. Fortunately or unfortunately, depending upon the case, it becomes resistant to change. The results of the hypothetical study may merely reflect this resistance and indicate that continued use of the strategy may prove beneficial.

It is important to be aware of these alternative explanations of these findings. Awareness should not, however, discourage teachers' efforts. These explanations are presented here as cautionary notes to consider during the quest to identify effective means to enhance students' self-concepts.

What strategies should be employed to improve the self-concepts of our students? First, consider the evidence regarding academic achievement and self-concept. As noted earlier, researchers have identified a direct relationship between achievement and self-concept, specifically academic self-concept. This has led many to theorize about a causal relationship between the two variables. As a result theorists have joined one of two camps. One group, the self-enhancement theorists, believes that self-concept cause changes in achievement. Therefore, an improvement in the student's self-concept will in turn cause an improvement in

the student's achievement. The second school of thought, the skill development theorists, believes the opposite to be the case. Achievement explains self-concept--changes in self-concept are caused by, or result from, initial changes in achievement. Consequently these theorists urge us to identify methods for improving a student's academic achievement because such achievement will then enhance the student's self-concept.

Evidence does not rule out the value of the self-enhancement model. Undoubtedly, a two-way street operates between achievement and self-concept. Achievement leads to higher self-concept and, in turn, higher self-concept leads to greater achievement. In addition, a student's self-concept leads to greater achievement. A student's self-concept influences his/her motivation to learn in the first place. If students do not feel good about themselves generally and good about themselves specifically as learners, they will lack the motivation to improve their performance in many school-related activities. Therefore, it is important to identify many ways to enhance our students' general self-concepts.

A strategy presented by Silvernail (1981) is teacher behavior. He reported positive relationships between "socially-integrative" and "learner-supportive" teacher behaviors and student self-concept. These behaviors

included calm, accepting behavior, attention to the learning task, and attentiveness to student needs.

The teacher and students in any classroom interact to create a shared environment. This environment operates according to a set of values and beliefs. Such "rules" reveal agreements about what is important and determine the participants' view of reality. If the chosen teaching model fosters a positive and caring life view due to the kind of realities admitted to the classroom, students will learn to adopt such a life view. The teacher has many tools with which to create a positive and caring view of life for students. Among these tools are the physical arrangement of the environment, the activities in which students engage during the learning process, all the non-verbal cues exchanged between teacher and students, and all the verbal messages sent from the teacher to the students. Very often the teacher's verbal messages are the weakest tool (Van Horn, 1982).

The Utah Pupil/Teacher Self-Concept Program (Van Horn, 1982), was designed to train teachers in the use of verbal behaviors that improve the self-concept of students by replacing judgmental statements with positive descriptive messages. A problem exists in that most programs are designed only for use at the elementary level. Material

searches conducted to find similar teacher training materials at the secondary level revealed no such materials based on this training model that existed. Therefore, a three-year program was proposed, funded and begun to ensure development of a secondary program.

A major problem was measuring changes in pupil self-concept at the secondary level which is difficult because the students are exposed to more than one teacher during their school day. Both of the teachers in the field test learned to recognize their use of judgmental behaviors and to replace those behaviors with appropriate descriptive strategies in a high incidence of interaction situations.

Another strategy presented by Silvernail (1981) is the use of praise. Teacher praise of students is related to achievement and self-concept development. Students with high self-concepts tend to make positive statements to themselves after performing school tasks. If students could be taught to evaluate and reinforce themselves positively, they would develop more positive self-concepts. A training program to help teachers learn how to encourage self-evaluation and reinforcement could be designed.

Tutoring programs in which students tutor other students are often proposed as a strategy for improving achievement and self-concept (Silvernail, 1981). The evidence suggested

that the self-concepts of either tutor or tutee may be improved by cross-age tutoring programs.

Self-expression is another strategy. This theory is that various forms of self-expression will give students opportunities to reevaluate themselves and gain great self-confidence in their abilities. For example, puppetry, dance, drama, and media/videotape production have been used.

Teachers may also wish to consider using commercially available affective education programs. Evidence indicates that they can be effective in improving students' interpersonal relationships and self-esteem. Research shows the key to success is extended use. Longer periods of exposure will allow time for growth and signal students that the teacher believes it to be an important component of the curriculum and an important part of their development.

A strategy that deserves much more attention is the cultivation of better parent-teacher partnerships. Parents continue to play a critical role in their children's self-concept development long after they become our students. By raising their own expectations and creating a home-school environment which encourages students to reach those expectations, parents and teachers can effectively bring about changes. This requires teachers to open up their classrooms to parents, and in many cases it will

require teachers to take the initiative in building the bonds with parents. Clearly it is worth the effort to attempt to bring together the two most "significant other" groups children have for the expressed purpose of enhancing self-concepts.

In summary, correlation of intelligence tests and academic achievement was shown to be uniformly strong. Intelligence Quotient (IQ) and achievement scores are a valid predictor of academic achievement. Teacher-assigned grades can be adequately predicted by both measures. The students of the target group in this study do not perform academically at their ability and generally speaking have poor self-esteem. Reasons and strategies for this behavior were reviewed in the research and literature and are summarized below.

School underachievers are students who have poorer grades than one would expect on the basis of their abilities. A strategy involving a child-study team used by Thompson (1987) for underachieving students was reviewed. In Raffini's study (1988), strategies of goal setting, outcome-based instruction, attribution retraining, and cooperative learning activities were used to get apathetic students to return to the learning process.

Uhlenberg (1988) made suggestions for school policy guidelines as a way to counteract the declining involvement

of parents in the lives of their children. Studies of students' academic performance in relation to family structure were reviewed. Students from divorced homes and single-parent homes are adversely affected in their school achievement and have lower self-esteem. For clarification of self-concept and self-esteem for this paper, terminology was presented. Parents play a vital role in scholastic achievement. Walberg (1984) developed a school/parent partnership program that was successful in promoting achievement and producing desired results to enhance the academic expectations the parents had of the student's ability.

Once a relationship between academic achievement and self-concept was reviewed, the task became one of identifying strategies and activities that would effectively enhance the self-concepts of all students. Silvernail reviewed and presented several self-esteem strategies: teacher behavior, use of praise, tutoring programs, self-expression, commercially available affective education programs, and parent-teacher partnerships.

After an examination and analysis of all strategies presented in this paper to increase academic achievement, it became well-founded that a strategy to be used by this researcher needed to involve parents. As the literature proved, when parents are involved in their student's

education, achievement is enhanced.

Comparing the strategy of Walberg (1984) to others summarized in this report, it was determined by the author that the approach of educators and parents cooperating to use out-of-school time more efficiently for the welfare of students was the best approach to increase academic performance.

However, it was believed by the writer that in order to communicate progress with the parent, a more suitable plan should be devised to serve as a vehicle for the communication between parent and teacher.

The strategy used by Thompson (1987) was considered. It included a child-study team approach and developed a comprehensive plan of action and intervention to change the outcome of students' poor academic achievement. The hypothesis was that a comprehensive diagnostic-prescriptive team approach would enhance the achievement and attendance of identified underachievers and concurrently enhance self-concept.

This model was effective but involved the guidance director, counselors, mathematic teachers, the principal, and core teachers with a goal of weekly group counseling. Considering factors of time, cost, material and human resources in this strategy, another approach had to be taken.

To involve all students' teachers in improving academic achievement would be an encumbering task. Since English was the only required subject that both juniors and seniors were required to take, it was decided by the author to use this class to make the study more manageable. Therefore, a plan was developed to bring about the necessary communication between the writer and the DCT student's English teacher, and parents to help improve his grade. This plan was based on a model program developed by the Florida State Department of Education called Cooperative Consultation. This program was developed in Florida in 1987 to promote the exchange of information between and among exceptional and general education teachers via a formal process of consultation. Using it guaranteed that communication existed through a formal, concrete, and documented procedure.

This program benefited students because teachers, parents, and the students were working together in a problem-solving approach to promote student success. This process gave students and parents concrete evidence that the school wanted the student to be successful. Five basic steps for Cooperative planning was used to make the process suitable for a regular, DCT student and their English teacher at a secondary level.

The instrument used as communication between the author and the parent was "homenotes." These served as bi-weekly,

then weekly progress reports, of the targeted DCT students' English grade, attitude and attendance. Letters and questionnaires concerning the Program were sent to parents soliciting their participation and support. Combining these steps of a Coooperative Plan and involving the parents with this Plan proved to be an effective and unique way to promote student success.

A plan to develop a self-esteem enhancement program and the addition of such program to the current teaching approach for this class was appropriately suitable to the curriculum frameworks and student performance standards. As revealed in the literature regarding small group self-enhancement, most programs are directed toward specific populations. The groups of students include repeaters, behavior problems, gifted children, and students of divorce. The results of these studies seem to indicate that students have more positive attitudes and feelings about themselves after being exposed to a self-enhancement program. All of these studies involved small groups of three to twelve students.

Sixty-two percent of the total group of the DCT students were from divorced or single parent homes. As concluded in the research, low self-esteem appeared to be one of the more commonly studied difficulties of adolescents from divorced

homes. This group was considered one of those directed toward certain populations. However, the writer searched and found little development, description, or research completed in larger groups in the regular, secondary classroom. The following program was an attempt to accomplish this task.

Various self-concept enhancement materials and social awareness activities were reviewed, and the writer decided to follow Canfield's (1976) themes. These activities were carried out within the established time frame of approximately 12 weeks. Materials used in the program came from the following sources: 100 Ways to Enhance Self-Concept in the Classroom (Canfield, 1976), Coping Through Self-Esteem, (McFarland, 1988), Making Friends With Yourself (Booher, 1982), Achievement, Happiness, Popularity and Success (Tracy, 1988), I Can (Ziegler, 1979), The Dynamics of Relationships (Kramer, 1988), and a combination of approaches and excerpts of programs presented in the literature.

Several commercial self-enhancement programs were examined. A program of particular interest to the author, Investment in Excellence, was reviewed and after an exhaustive search within the county and surrounding area to locate this program, time and cost factors proved too extensive at the present to use in the classroom. A

possible purchase of this program will be examined closely by the Director of Media and Grants in this district.

By developing the above mentioned approaches, this writer used those strategies that were suitable for the time frame established. In addition, the author determined that the implementation would cost little in terms of materials and equipment.

CHAPTER III

Method

Strategies were implemented to improve academic achievement and self-esteem for the targeted group of 15 DCT secondary students at the author's school site. The writer was the instructor and responsible for the implementation of the programs during a 12-week period for five days a week, one class period per day.

To involve all students' teachers in improving academic achievement would be an encumbering task. Since English is the only required subject that both juniors and seniors would be required to take, it was decided by the author to use this class to make the study more manageable. Therefore, a plan was developed to bring about the necessary communication between the writer and the DCT students' English teacher, and parents to help improve the students' grade. This plan was called the DCT Cooperative Consultation Program. Using it guaranteed that communication existed through a formal, concrete, and documented procedure.

This program benefited students because teachers, parents, and the students were working together in a problem-solving approach to promote student success. This process gave students and parents concrete evidence that the school wanted the student to be successful.

Using a comparison of grades before and after this participation, it was determined that students' first semester English grades should improve at least one letter grade. Students, knowing that more than one teacher was "on their side," developed a more positive attitude toward their educational program as well as increased self-esteem.

In order to convey the necessary academic information to the parents of the DCT students, the following procedure was incorporated. Five basic steps for Cooperative planning was used to make the process suitable for regular, DCT students and their English teacher at a secondary level. A brief description of each step follows.

Step 1. Describe the student's strengths and weaknesses.

This involves summarizing all available information, condensing it into a one-page form, Student Inventory Form, and providing it to the English teacher. This was completed by the DCT teacher and was completed only once per student. Students were asked to help fill this out with the DCT teacher.

Step 2. Describe English course expectations.

To assure that a clear understanding of the English teacher's expectations was achieved, the DCT teacher interviewed the English teacher to determine that teacher's expectation. A Course Description form was completed by the English teacher only once on each targeted DCT student. Conferences generally occurred during the English teacher's planning period and took over a week to complete.

Step 3. Compare the student's skills with the English course expectations.

Both the writer and the English teacher reviewed the Student Inventory and the Course Description. Any area in which the DCT student was likely to encounter difficulty was identified calling for some form of modification.

Step 4. Implement instruction.

The English teacher provided the basic content instruction for mastery in the classroom and the DCT teacher provided related basic skills training instruction and supportive tutoring in the DCT setting if necessary. In this way the two instructional activities were coordinated.

Step 5. Monitoring.

Specific plans were made for modifications of instructional strategies and for monitoring of the

effectiveness of the modifications. This was specific and questions to be addressed in this step had to be clear, concise, and planned in advance on the Cooperative Plan Monitor Form.

Monitoring was also facilitated through regularly scheduled biweekly meetings averaging 15 minutes initially through Weeks 1 through 4. There was great variety in the amount of time needed for this step. In general, if things were going well, the monitoring process only took as little as two minutes per student. Monitoring conferences were scheduled by the DCT teacher at the convenience of the English teacher. Meeting times were difficult to synchronize in some cases and were often interrupted by required building responsibilities, and the English and DCT teacher's sponsorship of school activities. Eventually, consultation was managed to a large extent through a written report.

In Week 2, monitoring took the form of "homenotes", (Appendix A: 80) a written communication linking the DCT teacher, English teacher, and parent. These homenotes were placed in the English teachers' mailboxes on Thursday and asked to return these forms to the writer's box by Tuesday morning. The DCT Coordinator added the DCT grade and gave the homenote to each targeted student during the DCT class.

Two points were given for a positive homenote returned to the DCT teacher; one point was given for a negative homenote signed by the parent. These were incorporated in the DCT teacher's grading policy (Appendix B: 81). The frequency of the distribution of homenotes was every week or biweekly depending on student need. Some English teachers would vary from the original plan and would give the homenotes directly to the DCT student. Since this was awkward for some students, the author requested the homenotes be placed in the mailboxes to avoid embarrassing students.

A random check by phone each week, proved verification of the signatures of the homenotes. Also, all signatures were cross-checked with parental signatures on file. The author made several phone calls each week in addition to the homenote to keep a continutation of the communication process between the school and the parent. The principal at this school was involved and informed of the progress of the Program on a biweekly informal basis.

Since DCT students were the targeted population in the model for Cooperative Consultation, recordkeeping was, primarily, the responsibility of the DCT teacher. The English teacher participated in the completion of the course description and recorded results or observations on the monitoring form, but the initiation and maintenance of the process for each DCT student rested with the DCT instructor.

The school has the responsibility to reach out to the community and enlist the parents in a shared responsibility of educating their children. Biweekly student "paychecks" were also used at the writer's school. This is an evaluation of each of the students' classes and is carried home by the student. Media coverage is given informing the parents of the dates of these "paychecks". The administration informed the writer that the parents were very enthused and appreciated knowing the progress of their secondary student.

It was therefore the intent of this paper to involve parents, teachers, and students in a Cooperative Consultation Program and a self-enhancement program to improve academic achievement and provide a further bond of effort between the individuals. After the initial paperwork was completed by the teachers, it was the desire of the writer for more of the responsibility to be shared by the parent.

The 15 DCT students that were selected to be in the target group were asked to complete a questionnaire during the week before the implementation period (Appendix C: 82) concerning their parents' possible participation in the Program, and other questions that gave the author valuable insight into the student's assessment of his home

environment and the encouragement of good study habits. One hundred percent of the students wanted to participate and thought their parents would. Some students were somewhat apprehensive of certain restrictions being placed on them for the poor grades that might be conveyed to the parents.

A letter explaining the Program, accompanied by a questionnaire, was mailed one week before implementation to the parents (Appendix D: 83) with a stamped, self-addressed envelope. This letter was to familiarize parents with the intent and general description of the Program and solicited their participation and support. All 15 parents responded in a negative manner (a "no" response) to at least 6 of the 10 items on the questionnaire. Parent contacts by the DCT Coordinator were also made by phone. A daily calendar was provided (Appendix E: 89) wherein all "homenote" dates were included as well as the theme for the weekly self-enhancement activities.

It was the responsibility of each student to return the "homenote" every Wednesday and bonus points were given to those students who brought in every homenote on time during the six-weeks' grading period. These bonus points entitled the student to have their lunch paid by the author at the end of the grading period. The principal, the author and two English teachers accompanied nine of these DCT students to lunch at the end of the Project.

A letter of explanation was sent home with the first homenote along with a delineation of responsibility of the parent, teacher, and student (Appendix F: 90). Letters and questionnaires were sent home at the end of the Week 6 (mid-term) and was an attempt to gain communication between the parents and the school (Appendix G: 93). The author sought responses by telephone when questionnaires were not returned. Since there was duplication with the "homenote" and the student "paycheck," the principal and the author decided to send out a homenote one week and a student paycheck the next. A letter (Appendix H: 95) accompanying this revised homenote/paycheck schedule was mailed to the parents of the targeted group during Week 4 of the implementation period.

Parents were encouraged to confer with the author to discuss the child's progress in the classroom. The parents were very responsive to the Project and this seemed to create a bond between them, the student and the writer. This created an atmosphere for a closer relationship between the student and their instructor. A post-Program letter and questionnaire was sent to parents to solicit comments regarding their interpretation of the success or failure of the program as it pertains to their child academically and the enhancement of their child's self-esteem (Appendix I: 96 A comparison of pre-post grades for the semester was mailed to the parents (Appendix J: 98).

A plan to develop a self-esteem enhancement program and the addition of such program to the current teaching approach for this class was appropriately suitable to the curriculum frameworks and student performance standards.

Various self-concept enhancement materials and social awareness activities were reviewed, and the writer decided to follow Canfield's (1976) themes. Approximately two activities per week in a 50-minute class period were presented to the group in the following order (Appendix K: 99):

Week 1	Theme: Getting Started: Positive Support After transparencies are presented as an overview, the following activities are presented and discussed during one 50-minutes class period: "Reference Set," "Self-Conceptions," "Expectations," "Personal Time Line," "Guess Who I Am"
Week 2:	Theme: Getting Started: Positive Support Complete these 50-Minute Activities: "Success Fantasy," "Success Sharing," "Getting to Know You," "Pride Line," "Killer Statements."
Week 3:	Theme: My Strengths Complete these activities in a 50-minute class period: "My Strengths," and "Strength Bombardment."
Week 4:	Theme: My Strengths Complete and discuss this activity in a 50-minute class period: "Nicknames."
Week 5:	Theme: Who Am I? Complete these activities in a 50-minute class period: "Who Am I," "Adjective Wardrobe."

Week 6: Theme: Who Am I?
Complete and discuss the activity, "Weekly Reaction Sheet."

Week 7: Theme: Where Am I Going?
Complete and disucss the activities, "Twenty-One Questions," and "The Goalpost."

Week 8: Theme: Where Am I Going
Complete and discuss the activity, "Five-Year Ahead Resume."

Week 9: Theme: The Language of Self
Complete activity, "Words That Describe Me."

Week 10: Theme: The Language of Self
Complete the activity, "Please..no!;...yes...no!"

Week 11: Theme: Relationships With Others
Complete activity, "The Car Wash."

Week 12: Theme: Relationships With Others
Complete activities, "One-Way Feeling Glasses," "Family Tree," and "Friends."

The activities of the self-enhancement program were carrried out within the established time frame of approximately 12 weeks. Materials ued in the program came from the following sources: 100 Ways to Enhance Self-Concept in the Classroom (Canfield, 1976), Coping Through Self-Esteem (McFarland, 1988), Making Friends With Yourself (Booher, 1982), Achievement, Happiness, Popularity and Success (Tracy, 1988), I Can (Ziegler, 1979), The Dynamics of Relationships (Kramer, 1988), and a combination of approaches and excerpts of programs presented in the literature.

Two weeks before implementation, two paper and pencil inventories designed to provide a measure of secondary students' self-esteem within the school environment were given as pretests by the DCT Coordinator to all DCT students. The two scales were the North York Secondary School Self-Concept Inventory (Cassidy, 1978), and "How I Feel About Myself" (Scarborough School System, 1982). Both inventories took approximately one 50-minute class period to complete. Through a cross-tabulation procedure, the relations were found to be significant and the majority of the targeted group had below average self-esteem

At mid-term, Week 6, another Self-Esteem Inventory (SEI) (Coopersmith, 1967) was given by the DCT Coordinator to monitor progress and make any necessary adjustments. This took approximately 15 minutes to administer. If no improvement in self-esteem was shown, an additional weekly activity in each theme would be added.

At the conclusion of implementation, Week 12, a posttest, North York Secondary School Self-Concept Inventory (Cassidy, 1978), was given by the DCT Coordinator to be compared with the pretest scores.

CHAPTER IV

Results

The average of the last four years of the Intelligence Quotient from the Test of Cognitive Skills, and Total Language score (stanine) of the Comprehensive Test of Basic Skills (CTBS) were instruments used as a screening control procedure for the ability level of the DCT students. The target group consisted of 15 DCT students who had first semester English grades that were below their abilities. These grades were compared with their second semester English grade.

The first objective of this implementation was that after 12 weeks, 100 percent of the 15 targeted DCT students participating in the Cooperative Consultation Program would improve their letter grade by at least one letter grade. The writer expected to achieve these gains through the implementation program. This was measured by comparing the second semester English grade to the first semester grade as shown in Table 7. These results showed that 80 percent of the group met this objective.

Table 7

Comparisons of DCT Targeted Group English Academic Grades and Self-Esteem Scores

Student #	English Academic Grade		Self-Esteem			
	First Semester	Second Semester	North York		Piers-Harris	
			Pretest	Posttest	Pretest	Posttest
2	B	A	16	16	48	49
4	D	C	21	22	69	71
7	D	D	12	19	16	27
8	D	C	23	24	74	75
9	D	C	20	23	68	79
13	C	C	24	24	60	80
15	C	B	21	25	41	48
16	D	C	10	14	28	36
22	D	C	19	20	64	68
23	C	B	20	22	73	77
26	C	B	15	18	50	55
27	D	C	20	20	60	70
28	D	C	23	24	73	78
32	D	C	14	17	49	55
41	C	C	10	14	44	50

The second objective to be obtained was that after 12 weeks, 60 percent of the 15 targeted DCT students participating in the self-enhancement program would improve their self-esteem by one level or better on a self-esteem instrument. This would be determined by the participants' self-reported level of self-esteem on an inventory. The pretest scores was compared to the

posttest scores on the York Secondary Self-Esteem inventory and the Piers-Harris assessment as seen in Table 7. The results showed that only 53 percent of the students showed an increase of one level or better.

The author believes that the three separate self-esteem inventories were appropriate to the level and age of the secondary DCT students. The strategy for self-esteem was considered an appropriate one and an explanation for not meeting the objective could be contributed to the fact that the self-esteem enhancement program was not employed for a sufficient period of time. It was suggested to the DCT Coordinator by these students that this type of program begin in the ninth grade at the author's school site. Since this was the last semester of their senior year, perhaps there would have been an increase if the program on self-esteem were implemented at the beginning of the academic year.

As interim evaluation to monitor progress during Week 6 another Self-Esteem Inventory (SEI) (Coopersmith, 1967) was given by the DCT instructor to all DCT students. Some improvement in self-esteem was shown so no additional weekly activity was added.

The last objective was that after a period of 12 weeks, 100 percent of the parents of the targeted DCT students would respond positively (with a "yes" response) to at least 7 of the 10 items on the teacher-made questionnaire. These were sent to parents at the beginning of the program (Week 1), mid-term (Week 6) and as a final evaluation. The sample was 15 and only one parent from each household responded to the questionnaire.

Fourteen of the 15 parents returned the final questionnaire. All 14 parents responded positively (a "yes" response) to all 10 items. Thirteen of the 14, 93 percent, believed the Consultation Program helped their child and suggested the use of this type of communication be used in every class in which their child is enrolled.

Although not all of the objectives were met, the writer feels that significant gains which had not been anticipated were made. The writer still feels that benefits for the students were produced because the DCT students were given the opportunity for learning experiences that they may not have received without the Program.

CHAPTER V

Recommendations

After the implementation of the Cooperative Consultation Program, the writer feels certain that there is a need to recommend that parents become more involved, and demonstrate support for the goals of the school and innovative ideas such as Cooperative Consultation. The writer will recommend this program for other teachers on campus as another way to communicate with the parent to enhance the learning environment of the school and increase morale. An informed parent is a more involved parent usually and in this practicum, it was the author's concern to increase the student's grades by continued contact with the parent.

Consultation activities required time, and the author needed more time than originally projected with the other teachers. A recommendation was made to the site principal that more planning time during the school day be given for the academic teachers in order to continue to experiment with other options because the benefits derived from the process have proven to be a worthwhile investment.

It is also the belief of the writer that the Cooperative Consultation program was a collaborative problem-solving approach and the sharing of ideas improved working relationships and promoted a new understanding and appreciation for one another's role.

The self-enhancement program to increase self-esteem was not exhaustive, but contained much information on the secondary level. The information will be available for teachers at the writer's school site and elsewhere. Recommendations to the Director of Media Services to purchase commercial programs and positive attitude visual aids have been made, because of the excellent reviews these programs have maintained. As researched through the literature some programs that should be seriously considered for purchase are: The Dynamics of Relationships by Pat Kramer, Quest, Investment In Excellence - Pathways (for students), and Magic Circle. These need to be used as much as possible on the writer's campus beginning with the student's freshman year, since this type of program is not utilized because of the time element.

The purpose of the study was to increase student academic achievement and self-esteem. After having completed the study, it became evident that self-esteem of

teachers must be considered. How can teachers help students feel good about themselves if they, as teachers, do not feel good about themselves? Activities in the Appendix (Appendix L: 155) should be considered and reviewed by teachers before beginning the activities for students.

A group of activities designed to develop positive self-esteem in students may be the most promising investment an educator may consider. These activities may include in-service programs to assist all educators in implementing ideas and practices aimed at increasing self-esteem.

Appropriate materials which delineate methods and strategies useful in developing positive student self-esteem should be developed to support the in-service program. Available classroom approaches/programs designed primarily to develop positive self-esteem should be investigated and recommendations made for the future use of these programs in this county.

The principal has agreed to let this writer share the information with other teachers at faculty meetings and school-based inservice days. Increasing parental contacts not only concerning the academic achievement but involvement with a beautification-of-the campus project, for instance, would be on a more positive atmosphere.

The results of effective strategies implemented during the practicum will also be given to other teachers in the vocational department at the district level and with DCT teachers at the regional levels.

Examination of CSI scores in cumulative records of all DCT students should be examined and used as a predictor and screening device for certain jobs a DCT Coordinator might be considering for placement.

Perhaps another study needs to be done to further investigate the reasons for increased academic achievement. It is unknown which of the three strategies caused the increase in academic achievement. Further studies are recommended where the effectiveness of each of the strategies could be isolated.

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APPENDICES

HOMENOTE

STUDENT: _____

TEACHER: _____

CLASS/PERIOD: _____

Teachers: I would like to know how this student is progressing in your class. Please fill in and make any additional comments, then return to my box by the date shown.

Thank you!

Linda D. Basford

Return by _____

Student's English Grade _____

Student's DCT Grade _____

	Yes	No
1. Student attends class		
2. Student has proper behavior in class		
3. Student completes homework		
4. Student completes classwork		
5. Student passes tests/quizzes		
6. Student has proper attitude		
7. Student's job seems to interfere with class/homework		

Additional comments: _____

TEACHER SIGNATURE:

DCT TEACHER: _____

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

APPENDIX B

Student Evaluation

Homenote Average 25%
Completed Class Assignments 25%
Tests/Weekly Quizes 25%
Six Weeks' Test 25%

Each homenote will receive the following points:

1. positive homenote, signed by parent - 2 points
2. negative homenote, signed by parent - 1 point

Dates for homenotes to be sent home:

March 13
March 20
March 27
April 3
April 17
End of Fifth Six Weeks: April 20
April 24
May 1
May 8
May 15
May 22

A = 94-100
B = 85- 93
C = 75-84
D = 65-74
F = 0-64

Please sign below that you have read and understand the policies and return.

Parent signature_____ Home Phone_____
Work Phone_____

Student signature_____

APPENDIX C

STUDENT PARTICIPATION QUESTIONNAIRE

Name_____

Address_____

Phone_____

Parents' Name _____

Parents' Work Phone_____Parents' Home Phone___

1. Do you want to participate?_____

2. Do you think your parents will?_____

3. Will the person helping you be able to help you daily or on a regular basis? _____

4. Will you be able to study on a daily basis and do you have a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference materials. _____yes _____no

5. If you participate in this project, do you think your grades and self-esteem will go up?

   ( ) a little
   ( ) somewhat
   ( ) a lot

6. What are your grades in English now?_____
   in DCT class?_____

7. Indicate your Grade Point Average (GPA):
   _____ High (A,B+)
   _____ Medium (B,B-,C+)
   _____ Low (C,C-,D)

8. My academic grades reflect that I am an _____ student. Circle correct answer: (1) excellent (2) good (3) average (4) poor

9. If you can't get a parent to participate, will you be able to have an adult help you? _____yes _____no

10. What are your vocational plans after graduation?

APPENDIX D

March 1, 1990

Dear Parents:

The Diversified Cooperative Training Program at Marianna High School is beginning a Cooperative Consultation Program and a self-esteem enhancement program for your child and we would like your help in order for them to become a more successful student. The program will last approximately 12 weeks.

After reviewing the grades of all DCT students, it came to my attention that many students do NOT perform as one would expect on the basis of their abilities established on the aptitude or achievement tests.

Most recent studies on academic achievement of secondary students conducted 15 years after high school indicate that a student who "underachieves" pursued further schooling and took jobs consistent with their grades, not with their abilities. This is not to say your child will be in this situation, but as an educator, I recognize your child's ability, expect it to flower, and will encourage him/her to achieve their potential. I want to challenge the saying, "A diamond in the rough appears to stay in the rough."

I would like to solicit your help in challenging your child to achieve better grades equal to his ability. I believe this activity could benefit to help improve academic achievement and self esteem.

Your child's English teacher and I will be consulting on a monthly basis and eventually a weekly basis to discuss and plan strategies to improve his/her English grades.

As you are now familiar with student "paychecks", you will receive on a weekly basis, a similar report, a "homenote", reporting to you how your child is progressing in English and DCT classes. Only two grades will be given since the program is new and it would be too large a task for me to consult each one of your child's teachers. If this Program is successful, other benefits could be gained from it and used in other classes.

Each week, beginning March 13, your child will bring you the "homenote" and we ask that you review the note, sign it, make comments, if necessary, and encourage your child in these grades. The student will receive class points towards his DCT grade each six weeks when he returns these homenotes.

These homenotes are a very simple attempt to improve your child's academic achievement during the 12-week period. It is my opinion that an effort made every day at home with parent support will lead to improved grades.

Please take a moment to fill out the enclosed questionnaire and return it to school in the stamped, self-addressed envelope. It will help us in establishing our plan of action.

Let's help these seniors leave Marianna High School with better grades and make the last few months an enjoyable and rewarding experience.

Thank you for your time and participation.

Sincerely,

Linda D. Basford
DCT Coordinator

Enclosures: 3

QUESTIONNAIRE

1. Would you like to participate in this project to help improve your child's grades?

   _____yes _____no

2. Would you be able to attend a meeting at school that would explain the project?

   _____yes _____no

3. If you are unable to attend a meeting, may I give you an explanation of the project?

   _____ by phone ___by letter

4. I talk to my child about the future, about planning for college or further skill training, and about aiming for a high level of education and/or vocation.

   _____yes _____no

5. My child has a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference materials.

   _____yes _____no

6. I encourage good speech habits, helping my child to use the correct words and phrases to learn new ones.

   _____ yes _____no

7. School work and reading comes before recreation, T.V., even other work.

   _____yes _____ no

8. At dinner, or some other daily occasion, our family talks about the day's events, with a chance for everyone to speak and be listened to.

   _____ yes _____no

9. I speak positively about my child's teachers and school in my child's presence.

   _____ yes _____no

10. I expect quality work and good grades. I know my child's strengths and weaknesses and give encouragement and special help when they're needed.

    _____yes _____no

RESEARCH FINDING: Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is.

COMMENT: Parents can do many things at home to help their children succeed in school. Unfortunately, recent evidence indicates that many parents are doing much less than they might. For example, American mothers on average spend less than half an hour a day talking, explaining, or reading with their children; Fathers spend less than 15 minutes.

They can create a "curriculum of the home" that teaches their children what matters. They do this through their daily conversation, household routines, attending to school matters and affectionate concern for their children's progress.

Conversation is important. Children learn to read, reason and understand things better when their parents:

read, talk, and listen to them,
tell them stories, play games, share hobbies, and
discuss news, TV programs, and special events.

In order to enrich the "curriculum of the home", some parents:

provide books, supplies, and a special place for studying,
observe routine time for meals, bedtime, and homework, and
monitor the amount of time spent watching TV and doing after school jobs.

Parents stay aware of their children's lives at school when they:

discuss school events
help children meet deadlines, and
talk with their children about school problems and successes.

REFERENCE: What Works: Research About Teaching and Learning , U.S. Department of Education, 1986. P. 7

GO TO THE HEAD OF THE CLASS

Whether or not your child does well in school may, in large part, depend on you. Here's how you can both achieve high marks.

How smart is your child? How much can he learn? How high can she climb?

Until now, school children seemed frozen in place. An average student in second or third grade paddled along, just fair to middling, until graduation from high school. A poor student languished at the bottom of each successive class. Students showed that more than four out of five students began and ended school at the same level of performance.

It doesn't have to be that way. In 1981, Benjamin S. Bloom, a professor of education at the University of Chicago and at Northwestern University, supervised two separate research projects. In each, students were selected at random and provided with private teachers. With this one-to-one instruction, below average students climbed to better-than-average, while the average students out performed 98 percent of the boys and girls in conventional classrooms. "What one child can learn", Bloom concluded, "almost all children can learn under the right conditions."

According to the experts, what happens in your home is a better predictor of success in school than in any I.Q. achievement test.

In the home of top achievers, homework and reading are given priority over play or television: Parents encourage their children's intellectual interests and praise school achievements. Family members talk together and do things together.

Bloom and his associates have developed a questionnaire to determine the educational quality of a student's home environment. The results correlate closely with a child's success in school. The quiz on the next page, adapted from their research, can help you measure whether you are providing an environment that will lead to academic excellence.

Equally as important as how well you score is the fact that with effort you can improve your score. Think about the 15 statements in the quiz and use them to guide future efforts.

If you make major changes, you should see results in about six months. Your child is likely to become more interested in school and more eager to do his or her best. According to Bloom, you should also see your child's test scores and grades going up.

"The home environment has great impact on how a child learns", says Bloom. "It is as important as the quality of teachers or curriculum.

Inside almost every poor to average student, there's a smart kid yearning to get out. With these ideas, we can help to unlock that potential.

DOES YOUR HOME ENCOURAGE LEARNING?

SCORE TWO POINTS FOR EACH STATEMENT THAT IS "ALMOST ALWAYS TRUE" OF YOUR HOME: SCORE ONE POINT IF IT'S "SOMETIMES TRUE": SCORE ZERO IF IT'S RARELY OR NEVER TRUE".

_____ 1. Everyone in my family has a household responsibility, at least one chore that must be done on time.

_____ 2. We have regular times for members of the family to eat, sleep, play, work, and study.

_____ 3. School work and reading come before play, T.V. or even other work.

_____ 4. I praise my child for good school work, sometimes in front of other people.

_____ 5. My child has a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference materials.

_____ 6. Members of my family talk about hobbies, games, news, the books we're reading and movies and TV programs we've seen.

_____ 7. The family visits museums, libraries, zoos, historical sites and other places of interest.

_____ 8. I encourage good speech habits, helping my child to use the correct words and phrases to learn new ones.

_____ 9. At dinner, or some other daily occasion, our family talks about the day's events, with a chance for everyone to speak and be listened to.

_____ 10. I know my child's current teacher, what my child is doing in school and which learning materials are being used.

_____ 11. I am involved in my child's school activities and regularly attend parent-teacher meetings.

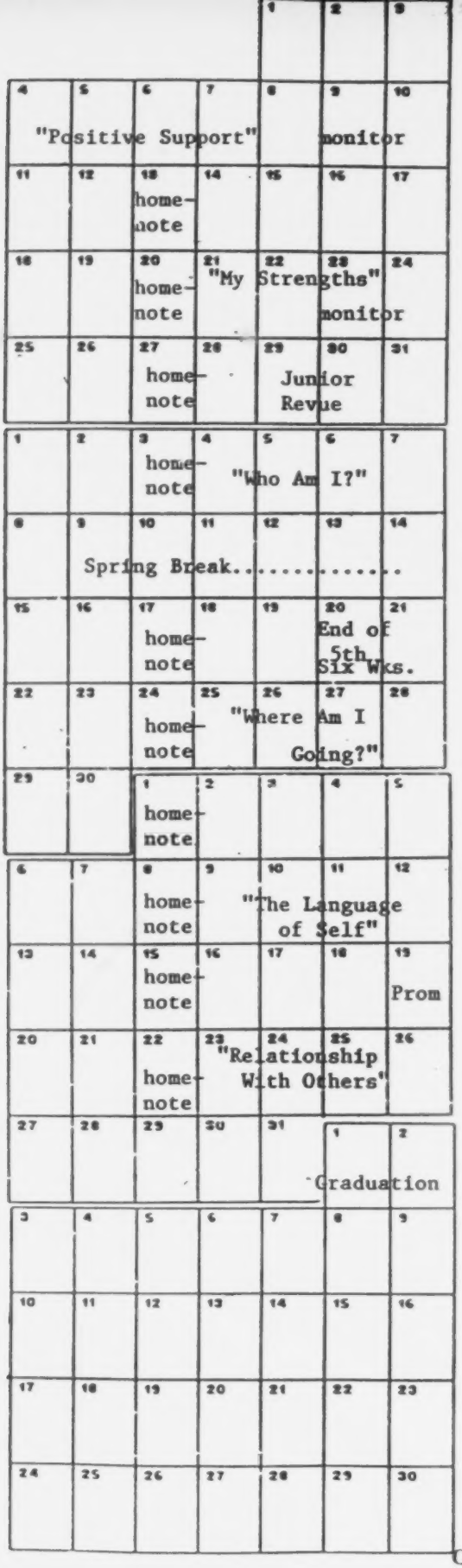
_____ 12. I regularly attend school improvement work days.

_____ 13. I speak positively about my child's teacher and school in my child's presence.

_____ 14. I expect quality work and good grades. I know my child's strengths and weaknesses and give encouragement and special help when they're needed.

_____ 15. I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education and vocation.

If you scored 11 or more, your home ranks in the top one-fourth in terms of the support and encouragement you give your child for school learning. If you scored 7 or lower, your home is in the bottom one-fourth. If you scored somewhere in-between you're average in the support you give your child for school learning.


March 1990
1
2
3
4
"Positive Support"
5
6
7
8
monitor
9
10
11
12
13
home-note
14
15
16
17
18
19
20
home-note
21
"My Strengths"
22
monitor
23
24
25
26
27
home-note
28
Junior Revue
29
30
31
April 1990
1
home-note
2
3
4
5
6
7
"Who Am I?"
8
9
Spring Break.....
10
11
12
13
14
15
16
17
home-note
18
19
20
End of 5th Six Wks.
21
22
23
24
home-note
25
"Where Am I Going?"
26
27
28
29
30
May 1990
1
home-note
2
3
4
5
6
7
8
home-note
9
"The Language of Self"
10
11
12
13
14
15
home-note
16
17
18
19
Prom
20
21
22
home-note
23
"Relationship With Others"
24
25
26
27
28
29
30
31
June 1990
1
Graduation
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3
4
5
6
7
8
9
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APPENDIX F

LETTER TO PARENT EXPLAINING "HOMENOTE"

March 13, 1990

Dear Parents:

This is the first copy of your child's "homenote."

As explained before, this is a weekly written communication linking the Diversified Cooperative Training teacher, the English teacher, and the parent. The form is self-explanatory.

Please sign and return by your child, and if you have any questions concerning the student's progress, please call me (482-9605) or stop by my office (8:00 a.m. until noon) and I'll explain them. These notes will be sent home for approximately 10 weeks so that you may see growth in your child's academic scores.

Thank you for your interest!!!!

Sincerely,

Linda D. Basford
DCT Coordinator

DELINEATION OF RESPONSIBILITIES LETTER

March 13, 1990

Dear Parents:

The Diversified Cooperative Training Consultation Program will begin Thursday, March 13, 1990 and conclude Wednesday, May 23, 1990. The object is to help students improve their grades and become more successful through parental involvement and teacher cooperation/consultation. You are encouraged to help the student set up regular study times, ask to see homework, and to offer assistance in completing assignments and studying for tests. I realize your schedules do not always match since your child does have a job, but I trust that you will work with me to provide the necessary help. The effort by parent and child should reflect improved grades at the conclusion of the project. Listed below will be areas of responsibility for parent, child, and teacher.

PARENT:

The parent agrees to assist their child in any way possible in completing assignments and studying for tests. Every Tuesday your child will receive a "homenote" from me and his English teacher. The parent will sign the note and make necessary remarks and have the student to return it to school.

CHILD:

The child is responsible to bring home on Tuesday the "homenote" from his English/DCT teacher for his parent signature. They will discuss and make notations on the home note as necessary. Your child will be awarded points (i.e., 2 points for positive home note, 1 point for negative home note, see sample attached) and this will be 25% of the DCT class grade each six weeks. Dates for home notes are: March 13, 20, 27, April 3, 17, 24, May 1, 8, 15, 22.

TEACHER:

I agree to provide homenotes for your child every Tuesday. I will record all returned ones. I will monitor your child's progress in the DCT class as well in the English class.

I anticipate and encourage communication from all parents. Please feel free to visit our school or call 482-9605.

I wish to thank all concerned parents for their involvement in the Program and extend my best wishes and good luck for the next 14 weeks.

Sincerely,

Linda D. Basford
DCT Coordinator

APPENDIX G

MID-TERM LETTER AND QUESTIONNAIRE

April 9, 1990

Dear Parents:

Congratulations!!! The Diversified Cooperative Training Program is now at the halfway point and all parents and students who have been participating deserve a big round of applause. The students have been reportedly improving their grades as well as their self-esteem through the enhancement program conducted by the DCT instructor.

Once again, we wish to thank you for your participation in this project. The students are encouraged and supported by your involvement. We expect that your continued support will allow the next six weeks to be as successful as the first six.

Please take a moment to complete the enclosed questionnaire and have your child return it in this week's homenote. This questionnaire will allow us to evaluate the project so far, and make changes where appropriate based upon your input.

Thank you very much.

Sincerely,

Linda D. Basford
DCT Coordinator

MID-TERM QUESTIONNAIRE

1. Do you think the Cooperative Consultation project is helping your child?

   _____yes _____no

   If yes, how?

   _____

   _____

2. Do you have a better understanding of what your child is doing in school?

   _____yes _____no

3. In your opinion, do the homenotes seem to help improve your child's grades (English and DCT)?

   _____ yes _____ no

4. Do you feel you are helping your child by being aware of his academic achievement?

   _____ yes _____no

5. Do you believe there has been any change in your child's self-esteem during the last few weeks?

   _____ yes _____ no

6. Have you noticed a change in your child's study habits since being involved in this project?

   _____ yes _____ no

7. Are you having any problems in assisting your child in improving their grades, and how may we help?

   _____yes _____no

   Comment:

   _____

   _____

8. Have you noticed your child's attitude toward school and school work improving?

   _____ yes _____ no

9. Do you feel you have made a difference in the success of your child in the Project?

   _____ yes _____no

10. What changes can we make in the project to make the next six weeks work best for you and your child?

APPENDIX H

REVISED HOMENOTE/PAYCHECK SCHEDULE

March 29, 1990

Dear Parents:

Please sign the "homenote" and have your student return to me. At this time certain revisions will need to be made concerning the form of the progress report of these grades.

Since there was duplication with the "homenote" and the student "paycheck", we will be sending out a "homenote" one week and a student "paycheck" the next. Please sign the one you receive and have your student return to me.

Please note there is a place on the "homenote" this time for you to make comments about your son or daughter's progress.

Parents report they like getting frequent progress reports especially since it is so close to graduation.

Only eight weeks to go; continue to encourage your child to keep up their grades. Thank you for your concern.

Sincerely,

Linda D. Basford
DCT Coordinator

Revised schedule:

Homenote, March 29, Thursday
Paycheck, April 5, Thursday
Homenote, April 19, Thursday
Homenote, April 26, Thursday
Report Card, May 1, Tuesday
(please sign and return to me)
Homenote, May 8, Tuesday
Paycheck, April 15, Tuesday
Homenote, May 22, Tuesday

APPENDIX I

POST-LETTER AND QUESTIONNAIRE TO PARENTS

May 25, 1990

Dear Parents:

Congratulations are in order for all those parents and students who participated the last twelve weeks in the DCT Consultation Program.

Although at times enthusiasm was low, there were many students who succeeded in improving their academic achievement and made higher grades. Without the cooperation and support of parents, this project would not have been successful. As soon as class grades are available, I will send you a copy so you may compare your child's grades before and after the project. I anticipate that many of you will be pleased with your child's growth.

When this project began, it was intended to improve your child's academic achievement and to involve parents in their child's schooling. I think all the students who participated appreciate what they were able to accomplish. They also were pleased to have their parents work with them as partners in this project.

I wish your graduating senior the best of luck in the future and it is my desire for them to be "the best they can be!!!"

Once again, I wish to thank all who participated. Please take a moment to complete the Final Questionnaire and mail to me in the stamped, self-addressed envelope so that I may evaluate your input regarding this DCT Project.

Thank you very much!

Sincerely,

Linda D. Basford
DCT Coordinator

FINAL QUESTIONNAIRE TO PARENTS

1. Do you think the DCT Project helped your child?
_____ yes _____no

2. Do you feel you have better communication with the school through this method?
_____ yes _____no

3. Did you enjoy helping your child with this project?
_____ yes _____no

4. Would you like to see the Project continue next year?
_____. yes _____no

5. Were directions and information provided to you clear and helpful in assisting your child in his/her assignments?
_____yes _____no

Comments:
_____
_____

6. Have you noticed your child's attitudes toward school and school work improving?
____ yes ____no

Comments:
_____
_____

7. Do you feel you made a difference in the success of your child in improving academic achievement?
____yes ____no

8. Do you feel the Project made a difference in improving your child's self-esteem?
_____yes _____no

9. Would you have liked to have been more involved in your child's schooling?
____yes ____no

10. The DCT Program will sponsor a celebration luncheon on Monday, May 28, 1990 at Tony's Restaurant, between 11:45 a.m. and 1:00 p.m. All those who participated in the DCT Project will be invited to share lunch with us. Would you be able to attend?
_____ yes ____no

APPENDIX J

INDIVIDUAL PRE/POST COMPARISON LETTER

June 1, 1990

Dear Parents:

Below you will find information regarding your child's progress before and after the DCT Project.

Start of the Project:

English Grade_____
DCT Class Grade_____
Self-Esteem Rating_____
Overall Grade Point Average at M.H.S._____

Conclusion of the Project

English Grade_____
DCT Class Grade_____
Self-Esteem Rating_____
Overall Grade Point Average at MHS_____

There was a possibility to take to you 10 weekly homenotes. You and your child completed and returned _____ homenotes.

If you have any questions regarding the above information, please feel free to call me at 482-9605.

Thank you for your support.

Sincerely,

Linda D. Basford
DCT Coordinator

APPENDIX K

SELF-ENHANCEMENT PROGRAM FOR SECONDARY STUDENTS

THEME ONE

BUILDING AN ENVIRONMENT OF POSITIVE SUPPORT

This will begin the process of getting into oneself. These strategies help the student become aware of himself in different dimensions. They indicate to him things in his life that make him proud. He sees that he surely has had some successes. He becomes aware of some of his deeper feelings and values.

Directions for the teacher:

Discussion in class. Three questions to be asked of an individual:

1. How do we know who is a significant other?
2. How do we measure the self?
3. What forms the link between others and tne self?

REFERENCE SET (Kemper, 1981)

The Reference Set is the sum total of others, in and out of role sets, present or absent, real or imagined, individual or group, normative, comparative or audience, who exercise influence over the individual. The reference set constitutes the cast of characters--the significant others--whom the individual takes into account when he acts.

By definition the reference set is the individual's major source of his self-conception.

Whether by reason of time or social structure, each person obtains a particular body of others whose opinions and behavior are especially important to him and from whom he gets certain notions about himself.

The student will need to complete the following sentences.

REFERENCE SET

Directions: Considering yourself as you are today--the positions you hold, the relationships you have with others, the things that best describe and are most characteristic of you--who are the specific persons, figures, and groups both past and present that have influenced you, who are important to you and have helped to make you the kind of person you are?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Please rank order the ten most important.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

For the teacher:

In order for the instructor to carry out a comparative analysis of the impact of different types of others on the self, the reference set could be standardized for each student.

Four persons of major roles in the student's social space can be obtained by asking the student to rank order the ten most important persons in his life.

FREQUENCY OF MENTION OF IMPORTANT PERSONS

Person	Number of Mentions	Rank

SELF CONCEPTIONS

For the purpose of this study, the self is defined as the material which is accessible to the person which pertains to himself.

Checklists require the individual to respond in terms of categories which may not be his own. Open-end self-description technique allows the student to produce responses containing a minimum of investigator bias. The self is measured as a set of responses to the question, "Who Am I?"

(Kemper, 1981)

SELF CONCEPTIONS

Directions: There are twenty numbered blanks below. Please write answers to the simple question. "Who Am I?" in the blanks. Just give twenty different answers to this question. Answer as if you were giving the answers to yourself not to somebody else. Write the answers in the order that they occur to you. Don't worry about logic or "importance." Go along fairly fast, for the time is limited.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

EXPECTATIONS

Members of the reference set could serve three functions:

1. as a source of norms
2. as model or standard
3. as audience

Only the norm-setting function will be investigated.

The expectations will be assumed to represent a sample from a domain of normative demands that might be made of students. One can conclude that expectations for qualities such as those in the list will constitute a suitable ground for viewing oneself from the prespective of the other in the symbolic interactive process. Thus the self which the individual cognizes when he answers the question, "Who am I?" is a function of his viewing himself in terms of the expectations of significant others. To the extent that the others are significant in a positive way, the individual should become more or less what they want him to be.

Students will be asked to respond to the following question:

"To what extent does your (_____) (____) (____) (___) feel you should achieve or possess each of these characteristics?" Students will answer for each of the standardized reference set members-- -- his perception of the degree to which that other expect him to achieve or to possess each of the following 10 characteristics:

	To a Great Extent	Somewhat	He Doesn't Care	I Don't Know
1. Good grades				
2. Good financial judgment				
3. Good judge of character				
4. Well-paying job				
5. Prestige in the community				
6. Being well-liked				
7. Vigor, energy and stamina				
8. Strong desire to get				
9. Honesty with oneself				
10. Perseverance				

(Kemper, 1981)

To the teacher: 108

* The following questionnaire could be used by secondary teachers to gauge a student's first thoughts and feelings about himself or herself. These are intended to stimulate responses about the concerns and attitudes shared by all students.

Contended answers from 16 year olds are:

	Sentence beginning	Answer
1.		
2.		
3.		
4.		
5.		

The following are some examples of disturbing answers:

1.

2.

3.

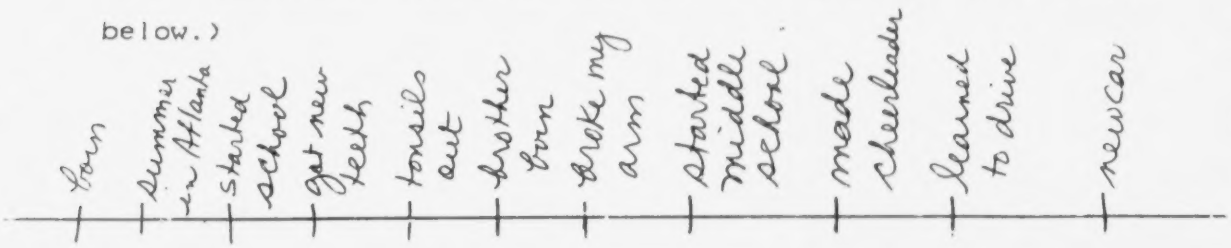
4.

5.

(Maron, 1980)

PERSONAL TIME LINE

Discuss the many different personal experiences that make up individual lives. Let students recall significant events that influenced or affected their own lives--experiences that, at the time, involved their feelings and attitudes about themselves. Then have the students record the events--both positive and negative--along either side of a vertical line which represents their individual life span from birth to present. (See sample below.)



Draw a horizontal line in the center of a piece of long paper in pencil or ink. The line should extend from about one inch above the bottom edge to two inches from the top--allowing space for the title and the student's name.

Beginning at the left, with birth, work along the line to the present time. Chronology is not too important. It may be necessary to stimulate the class's thinking by indicating some of the more common experiences, such as learning to talk and walk, starting school, childhood diseases, special gifts, injuries, hospitalization, illnesses, getting glasses, Boy and Girl Scouts, Little League, losing pets, deaths of relatives, new brothers and sisters, etc.

This time line can serve as a subtitute or a preliminary outline to an autobiography (Canfield, 1976).

GUESS WHO I AM?

This is a getting-to-know-you activity to be used as a get-acquainted activity or a getting-to-know-you activity later in the year. This focuses everyone's attention on one person in a healthy way.

Have students write out some biographical information that describes them but does not make it too obvious who they are. Include such things as hobbies, talents, major trips they have taken, unusual things about their family and so on.

When each person has done this, collect the cards and read them to the class while they attempt to guess who is being described.

Teachers: include a card of your own!

(Canfield, 1976)

WHO AM I QUESTIONNAIRE

Fill out the following questionnaire.

(This questionnaire will be kept confidential, unless you wish to discuss the questions in small groups.)

1. In general, school is...
2. My best friend is...
3. The thing I like best about my class is...
4. I don't like people who...
5. I like people who..
6. I'm at my best when I...
7. Right now I feel...
8. People I trust...
9. The best thing that could happen to me is...
10. When I don't like something I've done I...
11. When I like something I've done I...
12. When I'm proud of myself I...
13. I'm very happy that...
14. I wish my parents knew...
15. Someday I hope...
16. I would like to...
17. Five adjectives that describe me are...
18. Three things I want to become more of are...

(Canfield, 1976)

For the teacher:

Once the students have done sentence completion as a starting point, you will want something you can put a few figures to.

The sort of questionnaire following could help you see how your students' self-respect compares to other students of a similar age and would also give you a first impression of your students' feelings.

QUESTIONNAIRE

	Excellent	Very Good	Better than Most	O.K.	Not Good
Being good at sports					
Understanding something new					
Making friends easily with my own sex					
Solving problems					
Having brains to get a good job					
Being able to read well					
Being a good size and build for my age					
Remembering what I've learned					
Letting others have their own way sometimes					
Having nice clothes					
Learning math quickly					
Being a good student					
Being a leader					
One to get things started with my own sex					
Listening to what others are saying					
Being good looking					
Making other people feel good					
Being active in social events					
Writing creative stories and poems					
Being a good athlete					
Getting along with others					
Having plenty of friends					

Note to teacher: this questionnaire can help show your students current feelings about themselves...

"I'M A PERSON WHO..."
QUESTIONNAIRE

	Very much like me	A little like me	Not like me
I'm a person who has many friends			
I'm a person who needs a lot of help			
I'm a person who usually does well at school			
I'm a person who has trouble going to sleep at night			
I'm a person who shows I am bothered when I lose a game			
I'm a person who feels I have to figure out my own problems			
I'm a person who is good at a lot of things			
I'm a person who usually feels well			
I'm a person who can't do anything very well			
I'm a person who is punished a lot for little things			

SUCCESS FANTASY

This is a technique that is extremely useful. This particular fantasy is easy, fun, and nonthreatening. A good warm-up for the next activity--Success Sharing.

Ask the students to close their eyes. Suggest that they open and close them several times in order to become comfortable having them closed. Ask them to imagine that there is a motion picture screen in front of their eyes and that they can recall their past and project it onto the screen.

Have them think back to a really happy day when they were between six and ten years of age. Ask them to see themselves waking up in the bedroom they slept in at that time. Can they remember whether they had a single, twin, bunk bed, or couch? Did they share the room with anyone? The bed? Ask them to look around the room and see the other furniture. Where were their toys kept? Was there a window? Did they have breakfast first, go to the bathroom, wash up, play with their pet, or what? Ask them to imagine a typical day--their school, their playmates, their playground, etc.

Ask them, with their eyes still closed, to begin to focus on a success they had during that period of their life. Can they remember one? Where did it take place? Did they do it alone? Did they plan for it or did it happen

spontaneously? Can they remember how it felt when they completed the achievement? Did they tell anyone about the success? Whom? Can they remember that experience? How did that person, or those people, react? etc.

Have them open their eyes and share their success experiences with the group.

(Canfield, 1976)

SUCCESS SHARING

One way to help students focus on the positive aspects of themselves is to have them publicly share their accomplishments with the group.

In small groups of five or six, or with the entire class, ask the students to share a success, accomplishment, or achievement they had before they were ten years old. Next ask them to share a success they had between the ages of ten and fifteen; then between the ages of fifteen to the present time.

At first some students may have difficulty remembering some of their earliest successes, but as others share theirs, they will recall their own. Those with extremely low self-concepts often report that they haven't had any successes. If this happens, you will need to help prod the students with questions such as:

> Well, you've been taking care of your younger brothers and sisters for two years. I consider this an accomplishment!
>
> Can you remember when you learned to ride your bicycle? Did you feel good about that achievement?

(Canfield, 1976)

Sharing information with other people about yourself and learning about others is a valuable experience. When you don't know something about someone, you tend to fill in the vacuum with assumptions. This can lead to misunderstanding especially if the person is different because of background or culture origins. It is important to know the "who" and "why" and "what" about fellow students if we are to work with them in an appreciative manner and maintain or build their self-esteem.

Listed below are a series of questions that can be used in several different ways. Students can be asked to pick a partner and answer some or all of these questions. You could give them the entire list on a duplicated sheet, write it on the blackboard, or just use a few of the questions. You can also have students pick a partner, answer one or two questions chosen by you, and then pick another partner, and so on. This way each person gets to know a little more about a lot of people. You could also use these questions in small groups of four to six students.

1. How would your parents have described you as a child (age 6 to 12)?
2. What was your favorite toy as a child?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it?

6. Do you like your first name now? If not, what would you like instead?

7. What is your favorite possession?

8. Can you name a favorite possession you no longer possess, and describe your feelings about no longer having it?

9. What is the funniest thing that ever happened to you?

10. What is the silliest thing you have ever done?

11. What is the stupidest thing you have ever done?

12. What is your all-time favorite movie? Why does it have special meaning for you?

13. What is your favorite book? What in it has personal meaning for you?

14. With what fictional hero or heroine do you most closely identify?

15. How good a friend are you? Give an example.

16. With what member of your family do you most identify? Why?

17. If you had to be someone else instead of yourself, whom would you choose? Why?

18. Who is your best friend of the same sex?

19. Who is your best friend of the opposite sex?

20. What do you look for most in a friend?

21. Name something you hate to do. What do you hate about it?

22. What in life is most important to you?

23. What do you like most about this class?

24. What do you like least about this class?

25. How would you change this class to make it better?

(Canfield, 1976)

PRIDE LINE

Pride is related to self-concept. People enjoy expressing pride in something they've done that might have gone unrecognized otherwise. Our culture does not encourage such expressions and it is sometimes difficult for people to actually say, "I'm proud that I..."

Ask each student to make a statement about a specific area of behavior, beginning with, "I'm proud that I..." Students may pass if they wish.

Below are some suggested items for use in this exercise.

1. Things you've done for your parents
2. Things you've done for a friend
3. Work in school
4. How you spend your free time
5. About your religious beliefs
6. How you've earned some money
7. Something you've bought recently
8. How you usually spend your money
9. Habits you have
10. Something you do often
11. What you are proudest of in your life
12. Something you have shared
13. Something you tried hard for
14. Something you own
15. Thoughts about people who are different from you
16. Something you've done in regard to ecology
17. Something you've done in regard to racism

(Canfield, 1976)

SUCCESS A DAY

At the end of each day, have the students briefly share with the rest of the class the successes they have experienced during that day.

Some students will find this difficult at first, but as others begin to share, they too will realize they have had some of the same successes. It has been our experience that if a student says he has had no success, some of his classmates will tell successes they have seen him accomplish. Look for successes to be pointed out to the child with extremely low self-esteem.

A variation of this activity is to have each student share with the class what he feels he has learned that day. In addition to being a form of review, it provides the student with a sense of accomplishment. Without recall, students are often not consciously aware of all the learning they are accomplishing in and out of school each day. Knowing that he is learning adds positively to a child's self-concept.

(Canfield, 1976)

Print up sheets like the design on the next page and distribute to students. Ask them to create an individual coat of arms by making a drawing in the appropriate section expressing their thoughts regarding each of the following questions:

1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing the most significant event in your life from age fourteen to the present.
3. Express in a drawing your greatest success or achievement in the past year.
4. Express in a drawing your happiest moment in the past year.
5. If you had one year to live and were guaranteed success in whatever you attempted, what would you attempt? Draw a picture expressing your answer.
6. Express in a drawing something you are good at.
7. If you died today, what three words would you most like to be said of you?

Optional questions for drawings are:

1. What is something you are striving to become or be?
2. What is your family's greatest achievement?
3. What would you want to accomplish by the time you are sixty-five?
4. Draw a picture of something you'd like to become better at.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small group. (Canfield, 1976)

Everyone has symbols of success--things that remind us of our past successes. We have photographs, medals, certificates, dried-up corsages, dance books, ticket stubs, autographed baseballs, newspaper clippings, poetry, bronzed shoes, trophies, plaques, ribbons, and mounted golf balls, fish, and antlers. Most save these objects because they remind us of our abilities and competencies.

Have the students bring to class five tangible objects that recall or symbolize some past successes or accomplishments they have had.

During the next class period have each student share one or more of his "success symbols" with the rest of the class. Instruct the students to share the feelings and meaning connected with the specific object as well as the success it symbolizes.

A variation: have students list five success symbols they do not have but would like to acquire in the next year, five years; etc. This activity could be used in conjunction with goal-setting. Be sure to discuss the choices or goals without judgment; be open to whatever the students come up with.

As a teacher, what are your success symbols? Take a walk through your house and see how many are visible. If they are stored away in drawers and closets, consider how you might make them a more integral part of your environment. (Canfield, 1976)

WHAT'S MY BAG?

Have the students collect a large number of success symbols and other meaningful objects that represent who they are and place them in a shopping bag.

Next, have them decorate the outside of the shopping bag with personally related pictures, words, and symbols, thus producing a three-dimensional collage.

This exercise can also be done using a cigar box or any other kind of container.

(Canfield, 1976)

Conduct a class discussion around the following questions:

Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?

Have you every wanted to share things--ideas, feelings, something you've written or made--but were afraid to? Were you afraid that people might put you or it down?" What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

We don't have time for that now.
That's a stupid idea. You know that's impossible.
You're really weird!
Are you crazy? retarded? kidding me? serious?
only girls/boys do that!
Wow he's strange, man, really strange!
That stuff's for sissies.

Tell the students they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play. Discuss the findings with them during the next class.

Here is another exercise that can help students identify and legitimize some of their hostile feelings which they may be channeling into killer statements. This

activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

Ask the students to stand up. When you say "go!" they are to say or shout all the killer statements that they have heard during the class. Tell them to use all the killer statements, gestures, and sounds they want to. They can shout at the air, their desk, chair, or whatever else feels comfortable.

(Canfield, 1976)

POSITIVE REINFORCEMENT: AN INSTRUCTIONAL SOLUTION

The best system of positive reinforcement is to evaluate a student's work from the viewpoint of what is right with it rather than from that of what is wrong with it. Show the student what he has going for him. Point out his strengths. Show him how he can develop his strengths; that is, treat error in the context of nurturing capacity rather than as a process of revealing weaknesses. The student already knows his weaknesses. Now he needs to know that he can do something about them.

(Canfield, 1976)

THEME TWO (2)
MY STRENGTHS

The most effective way to enhance a person's capacity to develop his full potential is to concentrate on his strengths.

Taking inventory of one's strengths and personality assets is strengthening, brings gain in self-confidence and improves the self-esteem.

MY POSITIVE ACCOMPLISHMENTS ARE:

MY PERSONAL STRENGTHS ARE:

(Amarillo College, 1987)

STRENGTH BOMBARDMENT

Have the students break into groups of five or six, preferably with other students they know well and feel comfortable with. Focusing on one person at a time, the group is to bombard him with all the strengths they see in him. The person being bombarded should remain silent until the group has finished. One member of the group should act as recorder, listing the strengths and giving them to the person when the group has finished.

The students should be instructed to list at least fifteen strengths for each student. They should also be cautioned that no "put-down" statements are allowed. Only positive assets are to be mentioned. At the end of the exercise ask the students to discuss how they felt giving and receiving positive feedback. Was one earlier than the other? Which one?

In some groups it is wise to spend ten minutes discussing with the class the different types of strengths that exist, as well as developing a vocabularly of strength words they can use. It may be a good thing to list all the words that are "brainstormed" on the chalkboard for the students to look at during the "bombardment" sessions.

NICKNAMES

Almost all students have nicknames. Some are complimentary; many are not! As part of our general orientation, we tend to discover each other's weaknesses, and in words like, Baldy, Fatso, Skinny, Rat, Sissy, Bull, Four-eyes, Dumbo, Ears, Slim, Worm, and so on, exploit them.

Although these nicknames are often accepted by students, their effect on a developing self-concept is damaging. To reverse this trend have students give themselves and/or each other nicknames based on their strengths. For example, a good artist might be called Art; a horseshoe champ, Ringer or Champ; a basketball player, Wilt or Hoop; a physically strong boy, Bear; a person who likes gardening, Fleur, Violet, or Herb; a girl good in music, Melody.

Conduct a classroom discussion around the following questions:

What are the names that would make you feel good--that would make you feel proud or self-confident?

What are the names that make you feel bad--that make you lose your self-confidence?

What would a classroom be like where everyone had a nickname that made him or her feel bad?

What would a classroom be like if everyone had a nickname that made him feel good and self-confident?

Do you have any nicknames? How do they make you feel? What other names have you been called in your lifetime?

With high school you can have the class break into pairs. One at a time each student closes his eyes while his partner calls to him, repeatedly using one or more of his nicknames. Then the students can share the feelings evoked by the different names. These reactions should be recorded in their journals. (Canfield, 1976)

THEME THREE:

"WHO AM I?"

These activities deal with our sense of self, our goals, our values, our strengths and weaknesses, and our way of life or "life style."

WHO AM I QUESTIONNAIRE

(Canfield, 1976)

Ask the students to fill out the following questionnaire. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaires will be kept confidential, unless the students wish to discuss the questions in small groups.

In general, school is...

This class is...

My best friend is..

The thing I like best about my class is...

Something I'd like to tell my teacher is...

I don't like people who ...

I like people who...

I'm at my best when I ....

Right now I feel...

People I trust ....

The best thing that could happen to me is...

When I don't like something I've done I..

When I like something I've done I...

When I'm proud of myself I...

I'm very happy that ...

I wish my parents knew..

Someday I hope...

I would like to...

Five adjectives that describe me are...

Three things I want to become more of are...

ADJECTIVE WARDROBE

(Canfield, 1976)

Ask the students to tear a piece of paper into eight pieces. On each piece of paper they are to write one word which describes them. Remind them that because no one else will see the slips of paper, they should try to be as honest as possible. When they have completed this, have them arrange the papers in order, placing the one they are most pleased with at the top and the one they are least pleased with at the bottom.

Inform them that what they now have is a wardrobe of descriptive words that they can try on, wear, or discard. Ask them to consider one word at a time. Suggest that they spend a little time considering how they feel about each of the adjectives they have written down. Do they like it? Do they want to keep it? Expand it? Discard it or what?

Ask them to give up each quality one at a time. Do they feel naked? How are they changed? Ask them to fantasize what kind of person they would be with one, two, three, or all of these

qualities removed. Have them reclaim the qualities one at a time. How do they feel now?

At the end of the exercise ask each student to record two things he has learned about himself. If there is time, ask the students to share their "I learned..." statements.

WEEKLY REACTION SHEETS

(Canfield, 1976)

Part of enhancing a student's self-concept is helping him become aware of the control he actually has over his daily life. Weekly reaction sheets help students see how effectively they are using their time.

Hand out a sheet with the following questions:

Name_____ Date_____

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week. What were the results of these choices?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from this last week? How long have you been carrying it? How long do you plan to carry it?
10. Open comment:

At the end of a six-week period, you should return the reaction sheets to the students. Students may volunteer to talk about any or all of the questions. Ask them to try to summarize any patterns they can discern in their responses to the questions. Ask them to make a series of "I learned..." statements after their review of their sheets.

After one six-week period has elapsed, it is interesting and profitable to have the students construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

THEME FOUR:

ACCEPTING MY BODY

These approaches stress the importance of body awareness for the development and maintenance of a strong self-concept.

THEME FIVE:

"WHERE AM I GOING?"

These activities are designed for goal-setting: students need to have some sense of where they want to go, what they want to accomplish, and who they want to become.

Hand out a sheet to each of your students with the following questions on it. Ask them to write the answers to any or all questions in whatever order they wish. When they have finished, have them discuss their answers in small groups, make "I learned..." statements, or discuss how the assignment made them feel. The students may want to record their responses in their journals.

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time for? More money for?
5. What more would you like to get out of life?
6. What are your unfulfilled ambitions?
7. What angered you recently?
8. What made you tense, anxious?
9. What have you complained about?
10. What misunderstandings did you have?
11. With whom would you like to get along better?
12. What changes for the worse or better do you sense in the attitudes of others?
13. What would you like to get others to do?
14. What changes will you have to introduce?
15. What takes too long?
16. What are you wasting?
17. What is too complicated?
18. What "bottlenecks" or blocks exist in your life?

19. In what ways are you inefficient?

20. What wears you out?

21. What would you like to organize better?

This is also a good time to introduce goal-setting to your students as a technique for gaining control over their lives and achieving at least one of the things mentioned above.

(Canfield, 1976)

THE GOALPOST

Decorate the bulletin board in the form of a football goalpost. Each day allow time for the students who would like to set a goal to record them on 3 x 5 index cards and post them on the bulletin board below the crossbar of the goalpost. If time permits, you may wish to have the class cut the index cards into the shape of footballs.

On the following day, ask all those who completed their goals to move their index card above the crossbar and to share their goal and how they completed it with the class. This provides the goal-achievers with the attention of their peer group as a reinforcement to their action.

Those who did not complete their goals are not allowed to share with the class their goals and the reasons for not accomplishing them. (If they did this, they would be receiving the same reinforcement of peer attention as those who had completed theirs. The class would also be reinforcing their behavior of rationalizing away their failure to take responsibility for achieving goals.)

(Canfield, 1976)

FIVE YEARS AHEAD: RESUME

FIVE YEARS AHEAD

After each student has engaged in the strength bombardment exercise, ask him to fantasize for himself or for another what kind of person he would be and what he would be doing five years from now if he fully developed and used all the strengths he identified in himself. Then ask him to write in his journal a description of that person (five years from now, with his strengths fully developed) and what his life is like.

RESUME

Explain to the students the function of a resume in job seeking. If you have a copy of a resume available, share it with your students. Brainstorm with the students some possible categories (scholastic achievements, hobbies, athletic successes, skills they have attained, jobs they have held, etc.) they could use in creating a resume for themselves. Then ask them to image a job they would like to hold. Have them share their choices with the class. Ask them to list the past accomplishments, personal strengths, and skills they have that they would "sell" to their prospective employer or interviewer in order to secure the job. Have them create a resume and role-play such an interview. (Canfield, 1976)

THEME SIX (6):

"The Language of Self"

These activities are devoted to understanding some of the ways students stop themselves from going where they want to go with their language.

WORDS THAT DESCRIBE ME

Ask your students to write down three words that describe themselves. Given thoughtful attention, any three words that come to mind are appropriate. They can be descriptive of physical, emotional, mental, personality, or character traits.

When they have done that, ask them to turn the paper over and write three words they **wish** described themselves.

Now have each person take one of the three words on his second list and describe **specific** behaviors that that kind of person exhibits. For example, Charlie says, "I want to be kind." What specific behaviors do "kind" people exhibit?

They help people in distress:

Take food to someone who is hungry

Mow the lawn for neighbor who is injured or ill

Baby-sit temporarily for a working mother while she finds a replacement for a "permanent" sitter who quit

What else do "kind" people do?

They are considerate of other's feelings:

Sally says "I hate doing the dishes!" A kind person may respond, "Let me help you."

Billy spills milk on the floor and Ben says, "Billy you sure are clumsy!" A kind person might say, "No, he's not clumsy, he simply spilled his milk!"

Your class will need some help being specific enough to do any good, so give some examples on the board using words from a couple of students' lists.

When each student has completed listing specific behaviors for one of his words, ask him to use that word as a goal. Use the behaviors as some suggested ways of meeting that goal. If Charlie wants to be "kind" he can immediately start to practice some of the behaviors he has listed and can begin to look for other opportunities as well. (Canfield, 1967)

PLEASE...NO!;...YES...NO!

(Canfield, 1976)

Pair up your group and have them decide which of them will be A and which B. Stop the process right here and ask them to examine and discuss with one another how the choice of who was A and who was B was made. "Is there a pattern in your life that is exemplified by your taking the lead and deciding which letter you would be? Is it typical of you to let someone else decide such matters? If your partner had been of the opposite sex from what he or she is, would that have affected how your letter would have been chosen? Think about it!"

Now go back to your original activity. Have the A's take the part of the please-sayer; the B's each time are to respond with "No!!" Keep this up, one saying "Please" and the other "No!" until the no-sayer (B) feels that the pleader has reached a deep sense of sincerity and humility in his request. Then he responds with "Yes!"

Have the partners change roles. Obviously there is no particular subject matter for the "please" request. Each player may make whatever assumptions he wishes about it, but the "thing" is not to be decided upon.

A variation of this exercise is to have the A's say "Yes!" and the B's respond with "No!" Let it develop into a lively two-word conversation using only the words "yes" and "no." Learning to say "No!" is very important--if they don't learn to say it, people may allow themselves to be walked over by other people's expectations and desires. In reality a real "yes" cannot exist without the ability to say "no." If one is not able to say "no" with a straight face and mean it, then his "yes" is no more than a conditioned reflex action.

THEME SEVEN (7):

"RELATIONSHIPS WITH OTHERS"

Activities devoted to how students relate all of their emerging selves to others, family and friends. It is these two groups that are especially influential to our developing selves.

THE CAR WASH

The Car Wash consists simply of lining up your class or group in two parallel lines quite close together. Then one student is sent through the wash (between the lines) and everyone touches him or her and says words of praise and affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

(Canfield, 1976)

Explain that you have some "magic glasses" for the group's eyes. You hold out your hands and "show" them, although they're invisible! (You might use inexpensive eye-glass frames.) Let each participant pretend to take a pair of glasses out of your hands and put them on. Then ask if they notice that these magic glasses enable them to see everything "through happy eyes." Everything looks nice, joyous--the world is a happy place. Have them interact on that basis.

When you think they're ready for a change, help them switch their glasses to "angry glasses." Now the world is an angry place. Everything that's done causes angry responses. The room is full of grouches. Again let them interact for a while.

At an appropriate time you may switch to other glasses such as:

Scared	Gloomy	Suspicious	Stubborn
Bragging	Things are OK	Modest	
Nobody loves me	Curious	Show-off	

After several role-playing situations, carry on a discussion of their feeling while wearing different types of glasses. Have there been days when they think you've had on a particular pair of one-way feeling glasses? Do they know people who seem to always wear one type of glasses? Probe for what the exercise may mean to them in their own daily behavior.

(Canfield, 1976)

FAMILY TREE

(Canfield, 1976)

The purpose of this activity is to help each student understand and appreciate some of his heritage.

Explain to the students what a family tree is. To illustrate, you might draw your own on the chalkboard. For homework, have the students ask their parents for the necessary data about their relatives to enable them to complete their family trees.

In class, help them translate the data they have gathered into a family tree. To heighten the effect of this activity, some teachers have used giant drawings of trees on bulletin boards.

Although this effort to help "ground" students in their family lineage is important, it must be acknowledged that for some students this is difficult because of their uniquely fluid family relationships. Teachers need to be sensitive to this and help those pupils identify uncles, grandparents, surrogate parents, and others who may play as vital a role in the students' life as their biological parents and relatives.

FRIENDS

(Canfield, 1976)

One of the factors that erodes self-concept is the inability of some students to make and keep friends. The following activities are designed to help the pupil expand his repertoire of skills in building and enhancing relationships with his peers.

1. Have the class discuss the methods they use to make friends. Take some time to brainstrom some new ways. Role-play the best ones.

2. Ask the students to draw a picture of a friend. Underneath the picture ask them to write a paragraph beginning with "A friend is..." Some students may protest that they have no friends. If this happens, ask them to draw a picture of friends they would like to have. You may wish to have the students share their paragraphs verbally.

3. Lead a class discussion around the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he didn't want to do? What happened? Were you still friends?

4. Ask the students to write a paragraph answering the following question: "What is there about you that makes your friend like you?"

5. Try out the following questions for discussion:

   How do you make friends? What is a friend? Do you have a friend? What makes a good friend? How do you find a friend? Is it better to have a lot of friends or just a few friends?

   When you first came to school, how did you make a friend? Have you ever moved into a new neighborhood and had no friends at all? How did you find a friend there? What do you do when someone new moves into your neighborhood--do you wait for him to come over to your house or do you go over to his house and try to make friends with him? Do you ever make an effort to help him become friendly with others?

APPENDIX L

TEACHER SELF-ESTEEM ENHANCEMENT PROGRAM

POSITIVE SELF-ESTEEM

What contributes to positive self-esteem? Jean Illsley Clarke (1978: 78) states: "We build our own brands of self-esteem from four ingredients: fate, the positive things life offers, the negative things life offers, and our decisions about how to respond to fate, the positives, and the negatives." Fate determines some very important items in our lives -- sex, ordinal position, age, ethnic origin, colour - just to mention a few. These cannot be changed and all we can do is to make decisions about them and attempt to make sense of them. We cannot control fate or force decisions for others, but what about the other two ingredients of self-esteem: life's positive and life's negative offerings? These are the areas in which adults have great power and opportunity to impact self-esteem. All of the time that students are with us, we set posittive and negative messages or rewards from which students may choose building blocks for their own self image.

THE IMPORTANCE OF SIGNIFICANT OTHERS

In all societies, the nuclear family is the initial unit within which a student's personality is formed and nourished. It is within the context of some kind of family unit that he/she feels loved or unloved, wanted or unwanted, capable or incapable, worthy or unworthy. Parents who consciously choose to have children do not deliberately set out to make their children more unhappy than happy, more fearful than adventurous, more closed-minded than open-minded, or more neurotic than adjusted. Most parents want to give their children the best they can give them.

In spite of good intentions, however, children do not always turn out for the best. Some turn out to be hostile, hateful, and suspicious. Others are chronic complainers, still others are fearful and anxious, and some turn out to be unhappy, shy adults wondering who they are and what they stand for. Although all human relationships are unique, the one existing between a child and his or her parents is an enormously important one. Children are influenced, formed and eventually shaped through a slow process of witnessing and participating in the day-to-day interactions of the people in their lives who are important to them. The intimacy and intensity of contact and the everyday

interaction and interchange exist in an emotionally charged atmosphere. Whether children get no attention at all or too much, whether they are punished too often or too little, they are forming attitudes about themselves.

How children are raised, whether by natural parents or someone else, does make a difference in terms of how they feel about themselves and other people.

When children start pre-school, they will no longer be the primary persons in the child's life. Others - those teachers, friends, and peers whom a child considers significant - begin to influence and affect development of the child's self-concept. If these significant others consider and treat the child as a worthwhile and an important human being, they will help the child develop a positive self-image. There is an Ancient Chinese Proverb: "A child's life is like a piece of paper on which every passerby leaves a mark" (Fahey, 1980).

TEACHERS - CREATE AN ENHANCING ENVIRONMENT

In Born to Win, James and Jongeward, as reported by Fahey (1980), suggested that everyone can be a winner in their own right. Each human being is born as something new, something that never existed before. Students are born with what they need to win at life. Each person in their own way can see, hear, touch, taste, and think for themselves. Each has their own unique potentials - their capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in their own right - a winner. As teachers we have to maintain a "you can do it" attitude.

Teach students to praise themselves. A student's feelings of adequacy and self-acceptance are central to the success of the whole educational process. When students feel good about themselves, their motivation is higher and they become more involved in everything they do. As a result, they retain and make use of what they learn over a longer period of time.

Since significant others provide the data from which a child derives much of his or her self-perception, teachers can do a great deal in the classroom to help students internalize a positive self-image. If teachers do this, the students will also be successful in their learning. However, in order to catch positive attitudes, students must

have models to imitate. Be a positive model by praising yourself in front of your students. If students often hear you make statements, such as "I did a good job on this work today", they will begin to internalize the positive value judgement. No cheating. Students also need to learn that their models make mistakes. If you have done a poor job, admit it by saying, for example, "I surely did not organize myself well today".

Students with negative self-images really don't know how to speak positively. You'll need to help, see and feel their successes. Whenever success occurs, help the student verbalize the success. You try it and you will find that the making of positive statements will become more automatic. With continued support and reinforcement, the child will internalize a positive attitude.

POSITIVE SUPPORT TECHNIQUES FOR TEACHERS

TEACHER SELF-ESTEEM

SOME CHARACTERISTICS OF A SELF-ACCEPTING PERSON

One of the major challenges to teachers is the creation of a self-enhancing learning environment. Some special people seem to do this quite naturally out of their own authentic being and their commitment to others. Most of us, however, benefit from specific, usable suggestions that help us toward that end.

The self-accepting person is a participant in life rather than a spectator and is inclined to be objective, spontaneous, and emotionally and intellectually honest, and tries to understand the interpersonal and environmental problems to be faced but also accepts their own limitations in gaining true insight concerning them. They also work out the best adjustment to life of which they are capable, often without fully understanding all that is involved.

However, the self-accepting person is willing to experience the pleasures and discomforts of self-revelation: i.e., they accept the mixed pain and joy that accompany each change in attitude and feeling toward themselves and others.

The self-accepting person without special talent or ability is able to share emotionally in the gifts of others without undue regret about their inborn deficiencies and does not brood about missed opportunities, lost causes, errors, and failure. Rather, they look on them for what

they can contribute to their doing things differently or better in the future.

He/she does not get stuck in the rut of irrational feelings of love, hate, envy, jealousy, suspicion, lust, and greed, because they let each feeling spell out its special message for them.

Although the self-accepting person may prefer not to be alone or isolated from family or friends, yet, in special times, when aloneness of isolation is a necessity, he or she can endure lack of contact with their fellows.

The self-accepting person may or may not be conventional in their thinking, feeling, or behaviour. But when they are unconventional, it is not for the purpose of flaunting convention but rather for the sake of expressing or fulfilling a valid personal or public need.

They are not rigidly guided by rules and moralisms but willing to alter values in keeping with new insights. They grant to others their right to values not identical with their own.

THE TASK OF THE TEACHER OF THE SECONDARY STUDENT

As pointed out by Purkey (1970), the prevention of negative self-esteem is a vital first step in teaching. Next to the home, the school is the single most important force in shaping the student's self concept. Studies have shown that it is possible to develop a curriculum in which the expected academic learning takes place while positive self concepts are being built. Available evidence indicates that the teacher's attitudes toward himself and others are as important, if not more so, than his techniques, practices, or materials.

There seems to be agreement that the teacher needs to have positive attitudes about himself and his abilities before he is able to reach out to like and respect others.

The almost unavoidable conclusion is that the teacher's attitudes and opinions regarding his students have a significant influence on their success in school. In other words, when the teacher believes that his students can achieve, the students appear to be more successful; when the teacher believes that the students cannot achieve, then it influences their performance negatively.

The key to building positive and realistic self-images in students lies largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students

and influence their performance as well. What the teacher does in the classroom, and the behavior he displays and the experiences he provides, as perceived by students, have a strong impact in themselves.

The Attitude the Teacher Needs to Convey

> Am I projecting an image that tells the student that I am here to build, rather than to destroy, him as a person?
>
> Do I let the student know that I am aware of and interested in him as a unique person?
>
> Do I convey my expectations and confidence that the student can accomplish work, can learn, and is competent?
>
> Do I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems?
>
> When working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?

THE ATMOSPHERE THE TEACHER CREATES

Six factors to create a classroom atmosphere conducive to developing favorable self-images in students will be dicussed and helpful to the teacher and examples of ways factors can be used given:

Challenge

High academic expectations and a high degree of challenge on the part of teachers have a positive and beneficial effect on students.

Wait until the chances of success are good, and then say: "This is hard work, but I think that you can do it." The

teacher chooses the right moment to put his trust on the line with students.

Freedom

In considering the factors of freedom and challenge, the classroom teacher can ask himself:

Do I encourage students to try something new and to join activities?

Do I allow students to have a voice in planning, and do I permit them to help make the rules they follow?

Do I permit students to challenge my opinions?

Do I teach in as exciting and interesting a manner as possible?

Do I distinguish between students' classroom mistakes and their personal failure?

Do I avoid unfair and ruthless competition in the classroom?

Warmth

Questions the teacher might ask himself are:

Do I learn the name of each student as soon as possible, and do I use that name often?

Do I share my feelings with my students?

Do I practice courtesy with my students?

Do I arrange some time when I can talk quietly alone with each student?

Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?

Do I notice and comment favorable on the things that are important to students?

Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

Control

Teachers could ask:

Do I remember to see small disciplinary problems as understandable, and not as personal insults?

Do I avoid having "favorites" and "victims"?

Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?

Within my limits, is there room for students to be active and natural?

Do I make sure that I am adequately prepared for class each day?

Do I usually make it through the day without punishing students.

Success

Do I permit my students some opportunity to make mistakes without penalty?

Do I make generally positive comments on written work?

Do I give extra support and encouragement to slower students?

Do I recognize the successes of students in terms of what they did earlier?

Do I take special opportunities to praise students for their successes?

Do I manufacture honest experiences of success for my students?

Do I set tasks which are, and which appear to the student to be, within his abilities?

Introduction

The findings of the studies reviewed by the author suggest that pupil self-esteem can be improved with special

programs. The results, while limited to the students participating in the program and the nature of the sessions, are encouraging with respect to the need of educators to identify activities to enhance self concept, especially since it is difficult to find treatment effects on generalized measures of self concept like the Coopersmith.

Coopersmith (1967), summarized several procedures which he believed could foster a more positive self concept in the school. These include acceptance of the child, appreciation of his strengths and acceptance of his weaknesses, trust in his ability to direct, motivate and reward himself, giving him an opportunity to choose among alternatives, providing a responsive environment in which he responds directly to materials and people rather than through the teacher; and providing a clear and definite set of responsible, realistic limits.

Based on the Utah Pupil/Teacher Self-Concept Program (1982) for secondary teachers, a brief description will be given. The training model employed in this program is powerful. Trained teachers learn to use the specific behaviors consistently enough to have a measurable positive effect on their students' self-concepts. Also, these teachers reported a more favorable atmosphere in their classrooms which tend to help them feel better about their teaching. This Program consists of four competency-based teacher training modules. Each module deals with a particular concept and presents a few specific skills the

teacher can use to apply the concept in the classroom. These skills are called the behavioral indicators. Table 1 summarizes each module.

An observation form and Criterion for the observations are given following the modules.

Specific Teacher Behaviors Covered in The Utah Pupil/Teacher Self-Concept Program

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Module 1--Introduction to Verbal Description Versus Verbal Judgment

1. Influence is using a specific communication style which allows change of mind (attitude) without loss of face. Students may choose to change their minds (attitudes). The result could be permanent behavior change.

2. Power is using rewards and punishments for the purpose of changing another person's behavior. Students may change their behavior, momentarily, but not their attitudes.

3 Verbal Description--The teacher verbally describes the ongoing situation instead of evaluating the personality(ies) of the student(s) involved. Verbal Description is the language of Influence.

4. Verbal Judgment--The teacher verbally evaluates the personalities of students instead of describing the ongoing situations in which they are involved. Verbal Judgment is the language of Power.

Module 2--Verbal Description for No-Problem Time

Praise Behaviors:

1. Appreciative Praise (AP)--The teacher objectively and specifically describes the student's act. The statement may also subjectively describe the teacher's personal feelings about that act. The teacher may also thank the student while clearly naming the act.

   a. I liked the way you paused before that word.

   b. That was a lovely song with a haunting, sweet melody. It sounded as if you really felt the message in words and music.

   c. You noticed a comma; noticing the commas and pausing helped us understand the meaning.

VERSUS

2. Evaluative Praise (EP)--The teacher subjectively evaluates the student's personality. The teacher praises the person not the act (verbal judgment).

   Examples:

   a. It's great to have people like John whom we never have to wait for

   b. I'm proud of you. You're a very honest boy.

1. Modeling (M)--The teacher models a positive self-remark. The remark objectively describes the teacher's own act and subjectively describes the positive feelings about that act (verbal description). Examples:

   a. I'm trying out a new idea that I think will work really well.

   b. It's a good thing I always come to school a little early.

   c. I'm glad I chose to have you work on such an interesting subject.

---

2. Positive Prompting (PP)--The teacher asks questions that invite students to talk positively about themselves (verbal description). Examples:

   a. What do you like about working by yourself on this report?

   b. What makes you so happy, Tom?

   c. I can see your line drawing pleases you, Cindy, can you tell me why?

3. Teacher Reinforcement (TR)--After a student expresses a favorable self-perception, the teacher gives the student verbal reinforcement by agreeing with that perception and/or using Appreciative Praise (verbal description). Examples:

   a. Student: My drawings have really gotten better.
      Teacher: They certainly have. (TR)

   b. Student: I can! I know it! (She writes the answer on the board.)
      Teacher: You certainly did know that, Gerry, you didn't even stop and think! (TR)

   c. Student: I always read the lesson real well.
      Teacher: You do read thoroughly, Anita. (TR)

---

1. Descriptive Prompt (DP)--The teacher makes a statement objectively describing visible clues which suggest a student owns a problem and/or asks a question inviting the student to talk (or continue talking) about the problem. The teacher speaks first (verbal description). Examples:

   a. Your eyes look sore and you're not reading, Annette.

   b. Some of these problems didn't seem clear to you, Bert. Can I help?

   c. Being late so much is causing you to miss important points in this class. Would you like to talk about it?

---

2. Active Listening (AL)--The student speaks first. The teacher makes a statement subjectively describing what was heard. The statement reflects and clarifies the student's spoken feelings, problem or complaint (verbal description). Examples:

   a. Student: I wish I was home where I knew everyone in my class.
      Teacher: You are feeling lonely since you don't know anyone here yet.

   b. Student: I guess I don't need to worry about that lost book now.
      Teacher: You're not going to do anything about it until the end of the year.

   c. Student: I know I did better than the grade you gave me!
      Teacher: You feel you deserved a higher grade.

VERSUS

3. Verbal Judgment (VJ)--The teacher makes a statement or asks a question which diagnoses the student's spoken or unspoken problem (feelings). The remark may label the student's character. Examples:

   a. You should be ashamed to be so irresponsible.

   b. You could have done better, if you'd practiced.

   c. Why can't you leave other people alone?

Module 4--Verbal Description that Invites Student Cooperation

1. Inviting Cooperation (IC)--The teacher uses Verbal Description to tell students correct information about the teacher whenever their cooperation is needed in the classroom or at school.

THERE ARE THREE TIMES WHEN YOU CAN USE INVITING COOPERATION:

   A. You can use Inviting Cooperation when you only have a mild problem, i.e., you want everyone's attention. You will make a remark that asks a student to do something right away or in the very near future. The remark can be either a statement or a question. Examples:

      a. I need to have someone pass out the books.

      b. Let's get out the yardstick and find out.

      c. How about your working on number 4, please?

   B. You can use Inviting Cooperation when you FIRST own a problem (some behavior falls below your acceptance line, and you must confront a student).

C. You can use Inviting Cooperation when there is an accident or sudden occurrence and BOTH you and your student(s) own a problem.

THERE ARE SIX POSSIBLE STEPS THAT CAN BE USEFUL ALONE OR IN SOME SEQUENCE IN SITUATIONS B AND C:

Step 1: Objectively describe what you see--camera point of view.
Step 2: Subjectively describe the concrete and tangible effect of the situation of behavior--your own personal point of view.
Step 3: If you are feeling a great deal, subjectively describe your primary feelings generated by the concrete and tangible effect, your unmet needs.
Step 4: If possible, wait momentarily for students to choose a behavior change without shifting your attention.
Step 5: Subjectively describe the desired behavior change: You can (1) offer a choice of acceptable behaviors, (2) describe one, or (3) ask a student to review a rule or policy. In case of a sudden occurrence, you can describe action needed and immediately help carry it out.
Step 6: Alternate between Inviting Cooperation and Active Listening as necessary to solve problems in the classroom. Examples:

a. (Step 5 alone) Donald, you need to decide to stay in the study area and work or to leave and work alone at the back desk.

b. (Step 1) The books fell just as the bell rang.
(Step 2) They'll get torn.
(Step 3) Let's pick them up quickly so we can both get to class.

c. (Step 1) We'd like to hear the record. . . (momentary wait--step 4)
(Step 2) . . . and that bumping noise disturbs our hearing.

d. (Step 1) There's ink on everything, my books, your clothes!
(Step 2) I can't get this mess cleaned up and get ready for class.
(Step 3) I'm disgusted!
(Step 5) How about you boys doing this, while I finish getting ready?

VERSUS

2. Verbal Judgment (VJ)--The teacher uses verbally judging remarks to tell student (1) incorrect information about themselves and/or (2) what to do. Direct Commands are often used in Inviting Cooperation situations. Such direct commands are Verbal Judgment. Examples: (Mild problems--you can compare these to the examples above)

   a. Pass out the books. (direct command)

   b. Get the yardstick and find out. (direct command)

   c. Quit talking so we can start. (direct command)

(You first own the problem or there is a sudden occurrence)

   a. Go to your own desk and work since you can't work with us. (direct command plus a Verbal Judgment telling student incorrect information. The student could work with the group, but just isn't at the present moment.)

   b. How can you be so clumsy? (labeling) Pick those books up right away. (direct command)

   c. Be quiet back there! (direct command)
      No consideration . . . (verbal judgment--incorrect information)

   d. You're disgusting. (verbal judgment--incorrect information)
      Look what a mess you've caused. (direct command--blaming)

Guidelines for Criterion Observations

During the time that an observer is in your classroom, I would like you to try to use all of the descriptive self-concept behaviors as often as possible and the class of judgmental behaviors, including Direct Commands, as seldom as possible. The following criteria should not be regarded as rigid standards, but rather as guidelines. Class discussions that are either content or student-centered, recitations or other activities in which you are interacting with your students will make it easier for you to achieve these guidelines while being observed.

	BEHAVIOR	CRITERION
1.	Modeling	3 on both days combined
2.	Positive Prompt	3 on both days combined
3.	Teacher Reinforcement or a Positive Pupil Remark	67% or 2 out of every 3 Positive Pupil Remarks reinforced--IF THE TEACHER COULD RESPOND TO THE REMARK.
4.	Appreciative Praise	12 on both days combined
5.	Evaluative Praise	25% or less of all AP and EP on both days combined
6.	Descriptive Prompts	3 on both days combined
7.	Active Listening	10 on both days combined
8.	Inviting Cooperation No-Problem Time	45 on both days combined
9.	Inviting Cooperation Problem Time	Respond appropriately on 10 instances between the 2 days
10.	Verbal Judgment and Labeling	No more than 10 between the 2 days
11.	Direct Commands	Average no more than 25 between the 2 days
12.	Overall use of Descriptive versus Judgmental messages in all pertinent instances	80% descriptive / 20% Judgmental

Objective Self-Concept Teacher Behavior Observation Form

SELF-CONCEPT OBSERVATION FORM

Teacher's Name _____ School _____ Gr. _____ Date _____ Observer _____

Observation Time Recorded:

Start _____ Finish _____ Tallied Non-Interaction Time in minutes _____ Net Time _____

BEHAVIOR	TALLY	TOTAL
1. Modeling		
2. Positive Prompt		
Positive Pupil Remark		
Teacher Reinforcement		
3. General Praise		
4. Appreciative Praise		
5. Evaluative Praise		
6. Descriptive Prompts		
7. Active Listening		
8. Verbal Judgment		
9. Direct Commands		
Inviting Cooperation:		
10. No-Problem Time		
11. Problem Time (Concrete and Tangible Effect)		
Describes Situation		
Describes Concrete Effect		
Describes Teacher Feelings		
Describes Desired Behavior		
Teacher owns Problem FIRST		
Teacher & Student Own Prob. (Sudden Occurrence)		

ACTIVITY FOR THE TEACHER

FAMILIES (Jean Illsey Clarke, 1978)

Today we have different kinds of families, they differ in size, ages, varieties and colors. What families have in common, the world around, is that they are the prime group where people learn who they are and how to be that way. Families don't have to look any certain way or do any certain things. They just have to be.

For the teacher:

List your beliefs about families here.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Compare your beliefs with the beliefs of Clarke:

1. Families are important.

2. The addition of a person is a major event in family life, for example, the birth, the foster care, the adoption, or a remarriage.

3. The loss of a person is a major event in family life, for example the death or the leaving of a person through divorce or separation.

4. Some parts of our culture discount the impact of the addition or loss of a child and the importance of child rearing.

5. Families need a support system, extended families are good support systems.

6. Parents are important people and so are all the other people who care for children.

7. Children are important people and children deserve caring adults whose needs are met.

8. Effective parenting can be learned by adults of any age.

9. Positive self-esteem is important for children and adults.

POSITIVE OFFERINGS FOR DOING (Fahey, 1980)

Positive offerings for being capable and doing well are self-esteem building blocks that each of us needs every day of our lives. They come in great variety. The "You did that well!" message is important.

"You are capable!" is an important message to offer children at every age.

If you count, you will probably find that you can give dozens of "You did well!" messages in a day.

Examples of ways in which you can offer self-esteem building messages:

Reward-Statements for doing Well...

Great, carry on; You do that well; You encourage me to think; Excellent results!; Neat work; Nice job; I like the way you work; Thanks for the gift; I like the way you listen; I appreciate your support; I'm proud of the way you did that; Congratulations! I hear you did...

POSITIVE OFFERING FOR BEING

The positive offering that is equally important to the "you are capable" message that students need to hear is "You are important and lovable just because you exist". This self-esteem building block is a gift that the student does not have to earn. We give the gift when we say: "Hello,

I'm glad you are here". These and all the other ways - through words, looks, or touch - that we let students know we are glad they were born and are very important because these messages reinforce the belief that they are lovable.

Reward-Statements for Being

Statements	Actions
I like you	handshake
I love you	using a person's name
I think you're a nice kid	smile
Good afternoon!	a pat
You are important	listening
You are unique	sharing
It's so good to see you	spending time
Glad you came over	initiating contact
I enjoy being with you	
I thought of you during the day	
Thanks for being you	

NEGATIVE MESSAGES CAN BUILD ESTEEM

Sometimes, adults have to send negative messages to students. Students deserve clear negative messages that tell them how to improve their behavior. If negative messages attack the child's being or define the child as incapable, they are destructive to self-esteem. "You silly girl! You'll never make it!" invites the student to fail. Properly delivered, negative messages say to the child "I care about you. You are a worthwhile person, and you can learn how to do things better." Saying "Stop that!" of "Don't do that!" or "No, not that way!" does not invite a

student to have positive self-esteem. However, a negative message given in a three-step manner can. Tell a student specifically what not to do and why and then give an alternative.

1) Don't do that ..... 2) because ..... 3) Do this..... This three step process lets a student know that he is an important person capable of thinking and of taking care of himself. With both students and adults, it is important not to tell what you don't want unless you also tell what you want them to do instead.

Messages about doing badly

This activity are messages about doing badly, which often sound like blaming or accusations. For example, we often say:

"You're late again!"; "You look untidy"; "Another poor mark"; "Clumsy!"

No self-esteem building messages here! Messages about doing poorly can build self-esteem when they honor the other person, show that you care enough to set limits, and invite the person to be a winner. Messages about behavior that you want changed can be given in a loving way. For example: "Don't do this .... because you are important." Or they can be given in a respectful way. "Don't do this... because it may hurt you or someone else, you can figure out a better

way to do it." Or these messages can be given in a way that owns feelings. "Don't do this ... because I don't like it; do this instead." The tone of voice must not be sarcastic but loving or respectful.

In a one-to-one situation you may discuss some of the ways you have encouraged people of all ages to do better. Then to complete this activity you might change these negative messages into alternative encouraging statements.

1) Another F grade ..; 2) You look untidy..3)You forgot my birthday .....; 4) Clumsy!..... 5)You're late again...; 6) Stop interfering in my affairs..

FOUR WAYS OF PARENTING DESCRIPTION TO USE IN THE CLASSROOM
(Clarke, 1978)

Parent Messages

Nurturing. Gentle. Caring. Supportive. Invites a person to get needs met, offers to help, gives permission to do things well, to change, to win. AFFIRMS!

Recognizes and validates the personhood of the other as being important, having strength(s), having the capacity to grow, practicing self-control, being self-determining, having goals, being not intentionally hurtful or destructive, being loving and lovable.

Structuring

Assertive. Sets limits. Demands performance. Offers tools. Shows or tells how to do things well, to change to win. AFFIRMS!

Supports the other as a growing person who is capable and is building on strengths by offering choices, exploring alternatives and consequences, advocating traditions, and ethics, demanding that preferred behavior be substituted for undesired behavior, setting conditions so others can be successful, removing obstacles, offering appropriate incentives, telling or showing ways to build skills and providing for practice and feedback, negotiating contracts and goals.

Depending

It sounds supportive but it invites dependence. Gives permission to fail. NEGATES!

Judges the other as weak and inadequate - lacking strengths, the ability to grow and learn, self-control, self-determination. Blames other people, situations, or fate. Enables self-destructive behavior and leads the other person to wish for magic. Carries the other person's burden or invites a person to be responsible for other people's feelings.

Criticizing

Ridicules, tears down, shows or tells how to fail. NEGATES!

Judges the other as unacceptable by blaming and fault finding, comparing the person with others, using global words. For example: "You always ..." "You never ..." Labeling or name calling, using "why" questions to accuse the other offering no solutions.

Encourages a person to do poorly or to do self-destructive acts. Assumes a person is responsible for other people's feelings. Uses sarcastic or cruel humor.

Situation: Adult says: "I'm going to attend the Seminar on Self-Esteem, and I don't know if I will find it helpful."

Nurturing: "I hope it will be helpful, interesting, and enjoyable."

Dependent: "Do you have to? I am sure you know all about self. Seminars are usually dull and you don't learn much."

Structuring & Protecting: "I trust you have studied the objectives and thought things through, you generally do. You decide on what will be helpful for you."

Criticizing: "You shouldn't have to attend a seminar on self. You should automatically know all about yourself and your family."